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ATHLETIC JOURNAL

Vol. XXIV.

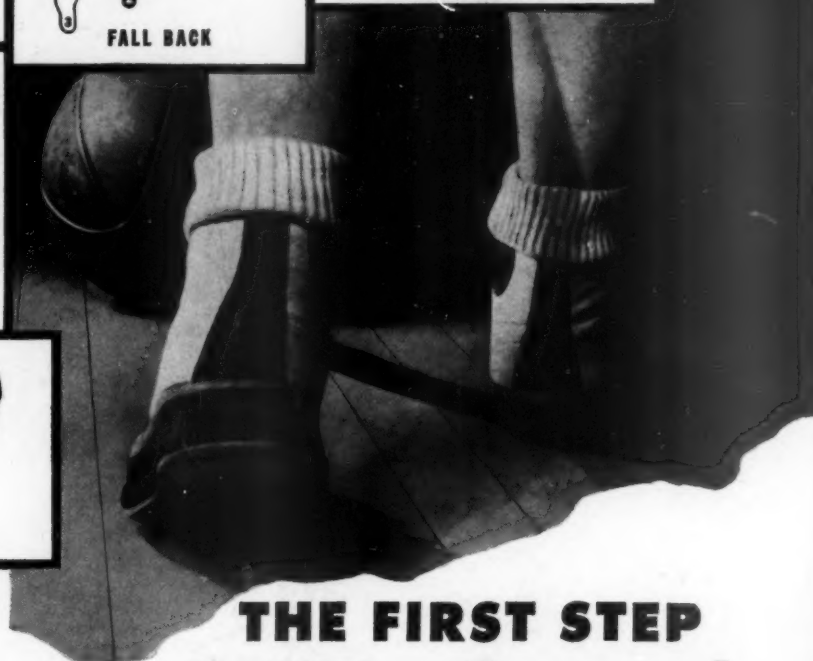
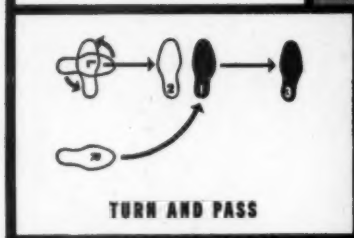
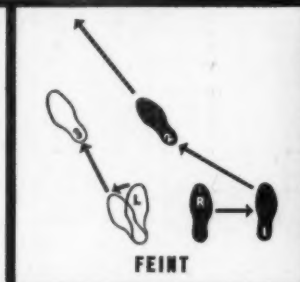
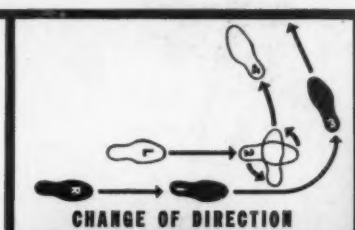
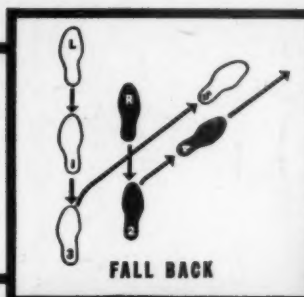
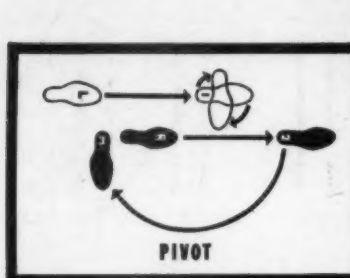
February, 1944



A Few Maneuvers in
Offense Basketball
John Lawther

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Poor Fundamentalists
Forest C. Allen

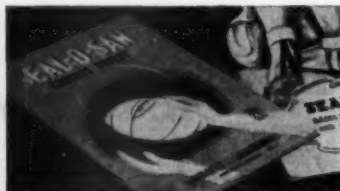
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Does It Go from Here?
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PUBLISHED MONTHLY except July and August by the Athletic Journal Publishing Company, 6838 Glenwood Avenue, Chicago, Illinois. Member Audit Bureau of Circulations. Request for change of address must reach us thirty days before the date of issue with which it is to take effect. Duplicate copies cannot be sent to replace those undelivered through failure to send advance notice.



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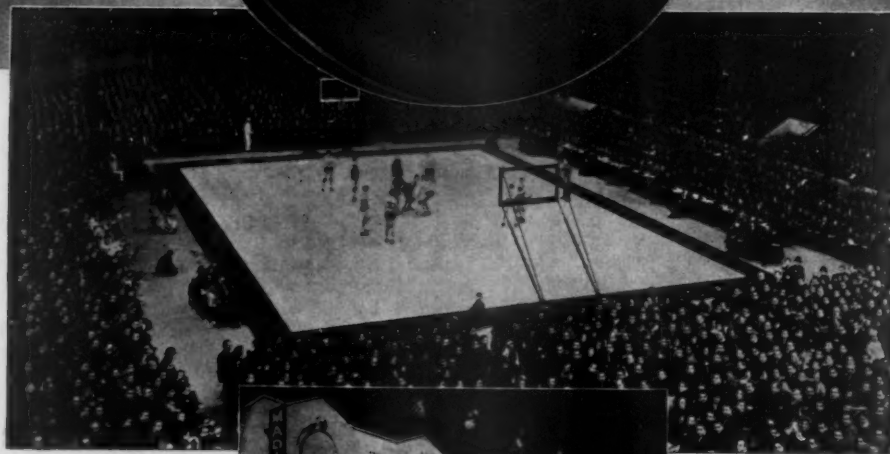
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Illustration 1—Sixteen (white) has passed to 14 and cut close by for a screen. Fourteen pivots to fake a shot, thereby holding 12 (blue) from switching. Fourteen then makes a high pass to 16 before 8 (blue) can run around the screen.

A Few Maneuvers in Offense Basketball

By John Lawther

Basketball Coach,

Pennsylvania State College

THE types of offense maneuvers used in modern basketball may be roughly classified into individual and team techniques. Fakes and feints, pivots, dribbles, varied shooting styles, changes in speed, sudden stop, and sharp change in direction are some of the individual techniques. Others are responses to defense errors such as crossed legs, flick away of the eyes, and opponent pressing against one's body, thereby revealing weak defense position, too much to one side, for example. Team techniques have to do with such maneuvers as fast-break patterns, rotation patterns involving planned individual techniques, various types of screening, and attacks to be used against zone defenses.

Boys seem to be able to become adept at most any technique at which they practice faithfully. Analysis of shooting styles indicates that style varies with the models set, and with the geographical area. This variation in shooting styles seems to in-

dicate that boys can learn to shoot with whatever form they desire, if they practice a reasonable amount. The one- and two-handed-jump shots from long ranges are now common. The West has widely used the high one-handed shot with the weight on the rear foot on the shooting side. Shooting with a wide arm motion with one's back or side screening the shot from the defense man is a form used effectively by many big men. Overhead shooting, shooting with a delayed release near the end of a broad jump, and shooting while the body is leaping away from the basket are other styles. The feint at shooting, to tempt the guard into committing himself, followed by the actual shot is so common as to be listed among basketball fundamentals for high schools. As with shooting techniques, so with other techniques, that is, the boys reach a degree of adequacy at whatever they practice.

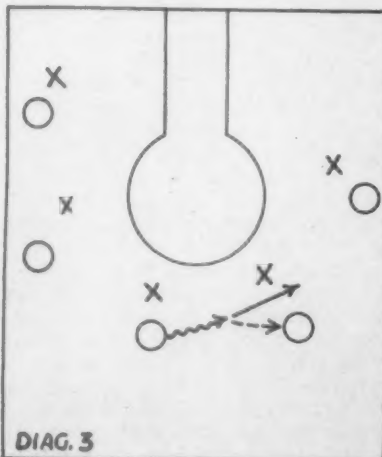
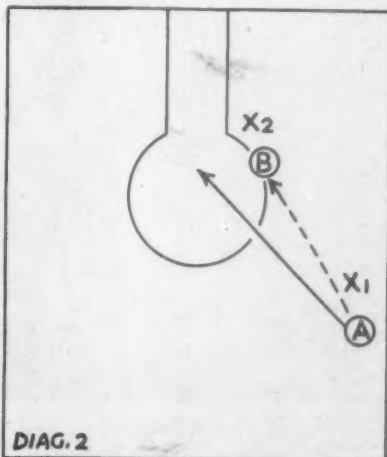
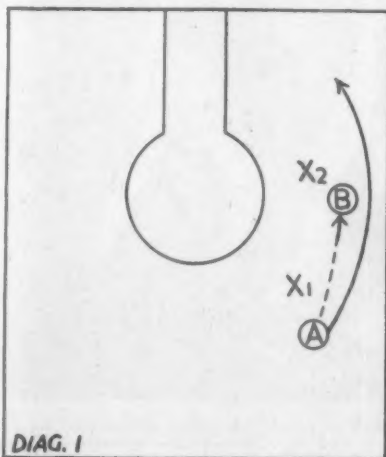
Offense maneuvers, involving screening,

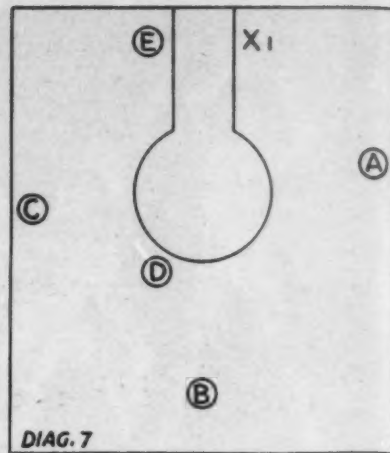
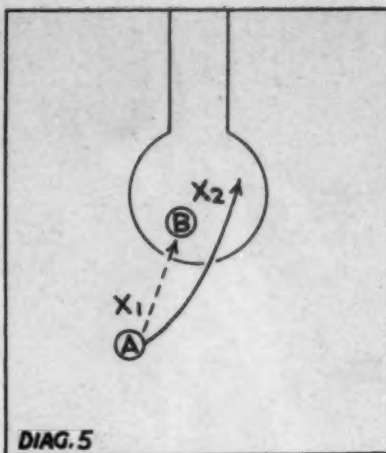
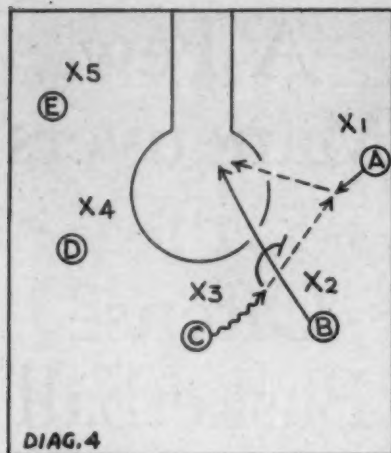
may be planned to use the defense man for screens, or the offense man. A few types are illustrated in the accompanying diagrams.

Player A passes to player B, and cuts to the outside of him. Player B holds the ball toward A until the defense guard 1 gets even with B, then drives behind 1 with a dribble and shot from the free-throw line. If the timing is right, defense man 1 screens defense man 2.

The same principle is apparent in Diagram 2. Here, B dribbles behind 1, as 1 goes by. In case 1 and 2 switch men, B merely pivots after A, as A goes by and takes a one-handed shot too far away for 1 to block.

Many of the weaves depend, for their effectiveness, on the occasional collision of the defense men as in Diagram 3. If the defense men play quite loosely, there is enough room for the offense men to scissors by each other without running into the defense men. When the defense men



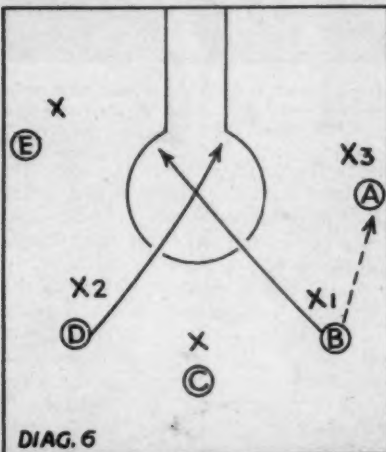


close up, they force the offense out of this kind of a screen, but leave themselves wide open for a give-and-go play, or for a screen by a stationary offense man as in Diagram 4. C dribbles toward B, but finds his guard crowding him, so passes to A, and stops behind B's defense man. B cuts and receives a pass from A.

Still-post screening, Diagram 5, with the post man handling the ball has several possibilities. A may cut in a straight line past B, so close that defense 1 must detour around. If 1 forces his way between A and B, A may reverse direction around B and, thereby, screen off 1. If defense men 1 and 2 switch men, B may drive after A on a dribble shot. By scissoring two men by a post ball-handler, the possibilities are quadrupled. The common error in these plays is that of B handing the ball back to A when defense man 2 switches. B should take an outside pivot and made a pass of approximately ten feet. This device gives B time to size up the situation.

In using team-rotation patterns, variously called mills, weaves and continuities, involving screening, certain cautions should be observed. The player setting the screen should move at less than full speed, so that he can stop or change direction quickly. Smart defense men may cause collisions and yell "pick" in order to draw fouls. If the officials are fooled by such maneuvers, the only recourse for the offense man is to be able to stop in time or duck out of the way. On the other hand, if the offense man is moving at, say two-thirds speed, he can change to still-post screening and defeat the maneuver. Diagram 4 indicates a type of variation that may be woven into a rotation offense, to offset the defense trick mentioned.

The criss-cross over the free-throw line is a maneuver with many screening possibilities, yet little probability of screens being called offense "picks" or blocks (Diagram 6). B starts a criss-cross by passing to A and cutting to the side of his own defense man farthest from ball. D cuts close enough behind B so that a



screen occurs. If there is any collision between defense man 2 and B, it is likely to be 2 running into the side of B. The collision is more likely to be between 1 and 2.

Goal-tenders, a new type of offense has become necessary since the advent of men able to bat shots away from the rim of the basket. The high bank shot, from a thirty to forty-five degree angle with the backboard, has been used effectively. This shot is particularly effective, if thrown from an overhead position by a tall man. It is not a difficult shot at medium range. A very few college men are able to shoot successfully without banking, but with such tremendous arch that the goal-tender can not block the shot legally, that is, without encroaching upon



Illustration 2—Sixteen (white) has passed the ball to pivot (14 white) and started by 14. Sixteen's defense man forced his way between 14 and 16. Sixteen then reverses direction around 14, and thereby screens off blue defense man.

the cylindrical area above the basket. There has been some illegal blocking of these giants away from the basket.

Diagram 7 illustrates a legal technique that has been used. With A faking a shot, D and E move to a still screen position behind 1. A then whips the ball to C who shoots before 1 can get into position to block the shot.

Some Principles of Offense Building

The team rotation patterns should be run with less than full speed except for the sudden breaks into scoring position. Changes of direction on give-and-go cuts should occur simultaneously with the pass of the ball. The eyes of the defense man may flick toward the ball. In general, each team-scoring maneuver should be planned so that three men move into position to take the rebound and two men move into position to stop a fast break by opponent. Offenses should be built so that they are effective for whole-court maneuvering, in case the opponents pick up their men all the way down the floor. Offenses against zone defenses should be planned for the specific type of zone. Some offenses against zone should aim to spread the defense men; some should be planned so as to draw the zone to one side of the court; some should be based on the principle of cutting two men into one defense man's area.

Ball Possession and Control

If one team controls the ball 75 per cent of the playing time, the opposing team has just one-fourth as much time on offense. Moreover, if a team keeps possession of the ball for minutes at a time, the defensive team tends to become excited, press too hard on defense, and commit fouls in an attempt to get the ball. The absence of a key man or two during the last quarter may well mean defeat. Some teams are willing to sacrifice shooting opportunities for much of the game, even though behind in score, in order to keep the ball and, thereby, increase the probability that opponents will lose men by the four personal foul rule. If opponents are weak in reserve personnel, the sacrifice of scoring attempts early in the game may pay off in wins over the weakened team of the last quarter.

Illustration 3—Ten and 16 (white) have criss-crossed around the pivot man. Eight (blue) has been screened off.

Illustration 4—Sixteen (white) moves past 14 (white). As 16 passes, 14 dribbles behind him for a screened dribble-shot.

Illustration 5—Fourteen (white-number not showing) has fed 10 (white) and cut to the far side of the basket. Notice his defense man with his back toward the ball. Sixteen (white) crosses from the far side of the floor, close to 14, thereby screening off 6 (blue).



Double Trouble for Poor Fundamentalists

By Forrest C. Allen

Director of Basketball, University of Kansas

THE numbers 1 and 2 troubles for inexperienced and non-versatile coaches are the fast-break offense and the offense working through the so-called zone or territorial defense. Before a team can fast-break successfully, it must master the fundamentals of dribbling, passing, catching, pivoting, and ball-handling. During such fundamental drills, the practicing players should move only at three-quarter speed. A common mistake among coaches is to permit their players to move at full speed. Such practice increases hypertension and fumbling.

Most players dribble too much. A player should dribble only when he needs to break into the open for a good pass. Dribbling is comparable to a broken-field run in football. A dribble should be used to get into an open area. Then a pass or a cut is indicated. By thoughtlessly bouncing the ball to the floor without bettering his position, frequently a player uses up his dribble without results. A clever guard will be quick to cash in on such a dribbler and will play the thoughtless dribbler excessively tight, when the ball comes to a rest in the dribbler's hands.

In close contact, only the low dribble should be used. The drag-dribble is useful when the dribbler exposes his hip and shoulder to the defensive guard—when an immediate necessity forces him to keep his body between the ball and his opponent. A clever dribbler, with versatile repertoire, will frequently employ the hook pass, combined with the pivot and back pass.

A good passer is more valuable to a team than an expert goal shooter; and five good passers on one team should insure a championship outfit. When an offensive player with the ball in his possession passes to a team mate in an unguarded position, and the passer automatically moves to an unguarded position, all the while timing his cut and pass, we have a beautiful demonstration of perfect offense.

A passer should lead a team mate, who is moving rapidly down the court, with a pass elbow high and one-half an arm's length to the front. Any offensive player, moving down the court, should be at least six feet from the side line and always converging toward the center. He should pass at angles and run in curves, always converging inward. Should a fumble occur, a player who runs closer than six feet to the side line will lose the ball, on out-of-bounds, to his opponent.

The ball should always be passed zigzag across the court. When in the center of the court, a player should pass forward and toward the side line to a player cutting in. If the offensive player is six feet or more from the side line, the pass should always be forward, and toward the center, or across the court. The ball should always be moving forward and, if possible, at an angle. A pass, made lengthwise down the court, is easily intercepted and requires less guarding than the zigzag or cross-court pass. A crafty team will always use fast-break plays on opponents, when it has them out-numbered, but when the defense equals the offense in number, set plays should be used.

A ball, the size of a basketball, should be caught easily. The chief cause of fumbling, I believe, lies in the tendency of the player, about to receive the ball, to shift his eyes to the area to which he hopes to pass or to shoot, instead of following the ball's flight until it rests snugly in his hands. A player, catching a ball, should always shift his body directly *back of* and *in line with* the flight of the ball rather than reach out and endeavor to pull the ball toward him. *Eyes on the ball* until the ball is actually caught, is the thing to remember constantly during the heat of battle.

The pivot should never be used when the player can pass the ball forward. When pivoting, the head and shoulder on the pivot-foot side should be brought back and down. Then the weight of the body will naturally *give* in that direction. Many feints and shifts do not materially affect the body impetus. Feints should be made with the head and shoulders and not with the hands and forearms. If a player is driving down the court and is unable to pick out a team mate in front of him, he should pivot and look for an opening for a back pass to a team mate, who can follow with a forward pass or a drive toward the basket.

Shadow-dodging and stopping are invaluable practices in perfecting shifty footwork. The dribble, the pivot, the side-step, the feint, and the dodge have revolutionized the game of basketball. Before the dribble was permitted, the player could advance the ball only by passing it or batting it forward. Now, the game is not unlike checkers, but instead of jumping over the man, as in checkers, the successful basketball strategist will legitimately draw the guard out of position by drib-

bling, and, then, by pivoting and back passes at a different angle, reverse the defensive effort. A forward pass following the back pass permits a strategic thrust with a scoring effort in the offensive area. A great player will never, for a single instant, forget this admonition: If a player cannot pass the ball forward to a team mate, a pivot will introduce him to the other one-half of the court where he is almost certain to find a team mate *open* for a release pass.

As a monkey handles a coconut, so should an expert ball-handler handle a basketball. After catching the ball, headwork and footwork combined with ball-handling are prime essentials. A skillful ball-handler will keep his knee constantly bent, so that he may protect the ball with the most advanced parts of his body. He will keep his head and shoulders back and away from his opponent. By keeping his head back, his peripheral and depth visions are accentuated. In such versatile position, the player can pass or hook the ball forward. He can readily pivot off his rear foot and feed off at any angle. Or, when finding his opponent drawn out of position, he can swing into a low fast dribble to free himself from his converging opponent. In the interesting family of fundamentals, ball-handling, pivoting, catching, passing, and dribbling are all first cousins.

The Number 2 trouble maker for young and inexperienced coaches is their inability to teach a team to work through a set or a stratified zone defense, which incorporates a part man-to-man and part zone defense. Most coaches are well acquainted with the procedure of working through a set man-to-man defense. Therefore, we shall not take added print space to discuss this matter here. There are ways to chart an offense through any defense, if the offensive team is both intelligent and crafty. For a coach to deery a team for using any type of defense that does not violate the rules of the game, is an admission of his own weakness.

Too many basketball coaches teach rapid movements of the ball to beat a zone defense. This is only part of the answer. There are passing and moving lanes through a zone defense, and all players must be on the move while the ball is being manipulated from place to place,—quite the same as traffic is moved in a congested zone. A team by intelligently working through a zone defense quite the

same as it works through a man-to-man defense, will win a fair percentage of its games.

Everett Dean, coach of Stanford's National Collegiate Athletic Association champions of two years ago, said that many of his contemporary coaches did not understand how to break through a zone defense. Kentucky defeated the Illinois

Whiz Kids two years ago, and this year defeated Ohio State with a combination man-to-man and zone defense. What one coach calls a combination of man-to-man and zone, another may call something else.

A few years ago, Coach Johnny Bunn of Hank Lusetti-Stanford fame, was watching Jim Kelly's DePaul University work-out in Chicago before the National

Association of Basketball Coaches. A prominent coach remarked to Bunn that Kelly was using a straight man-to-man defense. Coach Bunn replied, "I use the same type of defense and I call it a combination of both." So it goes.

The coach who refuses to let his team try to penetrate a zone type of play frankly
(Continued on page 26)

Five Fouls Or Four?

By Roy L. Carlson

Department of Athletics, Carleton College, Northfield, Minnesota

THE 1943-44 Basketball Rule Book suggests that coaches try out the five-foul rule as an experiment. In Minnesota that suggestion is being followed, in that the State High School League has adopted the rule for the 1944 State Tournament.

We can always argue the pros and cons to any question, and usually each has its merits. Here are some arguments for both sides of the question with comments on each item.

Those who favor the rule state:

1. The rule will keep the key players in the game longer and will prevent upsets when the regulars are not fouled out. If the game has developed to the point where the only thing that counts is winning, and that only the first team has any just right to participate, then the suggestion would seem logical.

2. The rule will tend to permit players to stay in the game for a longer period. Here again, we seem to forget that there are more than five players who would like to play.

3. The rule will make for more spectator appeal in that the crowd likes to see the better players in the game as long as possible. We have made good progress in developing crowd appeal with the old rule. We will continue to make progress with it. An average fan knows that a coach likes to use as many players as possible. The spectator knows that a player leaving the game on four fouls is a tough break, but that such a situation is a part of the game.

4. The rule will help teams, usually from smaller schools, which have poor reserve material. This suggestion is very true. A team with a good first five and poor reserve material would welcome the five-foul rule.

5. The rule will take the pressure off the officials. Do we have any assurance that the five-foul rule will remedy this situation permanently? We may find the players becoming more aggressive, the officials more technical when the rule becomes permanent.

6. The rule will compensate for unjust fouls called on a player by a poor or technical official. This is a good suggestion. Since fouls are called which are unjust, the

player is left helpless. Many players have been fouled out of the game by no fault of their own.

7. The rule will discourage a team from concentrating play on one of its members in an attempt to make this player's defensive man, who is the key player on his team, foul out of the game. We all have seen this type of strategy used. I doubt whether it has worked out well enough to make it only an occasional practice.

8. The rule will make the player more free in his actions, take more chances, and create more spectator appeal. This seems to be adding more coals to the fire. If a player is given one more foul to work on, he is naturally going to be less careful in his defensive play.

Those who object to the rule state:

1. The rule will encourage rougher play. There is no doubt that players will become more aggressive when they are permitted one more foul.

2. The rule favors a rough, over a clean-playing, team. This objection should be considered by all coaches before accepting the five-foul rule. It is a known fact that a team of average ability can chop a good team down to its level by playing rough while the other team is trying to play clean ball.

3. It is not in harmony with the theory that basketball is a non-contact game. More fouls will be called and rougher play will prevail with the new foul rule.

4. A player should be good enough on defense to stay in the whole game without having four fouls called on him. This argument can be refuted by saying that many fouls are inadvertent and many fouls are called differently by different officials.

5. Officials may become more technical on one more foul to work on. If this should be the case, the spectator appeal will drop, the game will develop into a free-throw contest; the whistle blowing will be put more in the limelight than ever before.

Regardless of any argument for or against the rule, the main issue should center around the coaching methods. We still have some coaches who believe it pays to spend a great deal of time on defense.

These coaches and their teams will suffer under the five-foul rule, when they attempt to play a clean game. The opposing teams playing a rougher game will be at an advantage from a psychological, as well as a physical, angle. In a situation where one team is better on offense than on defense, it can be disrupted by a rough playing team to the extent of losing the game. This is hardly fair to a well-coached team, yet we have seen this happen many times, especially where the officials are a little lax. We can expect it to happen more often under the five-foul rule than under the four-foul rule.

The members of the Minneapolis High School League adopted the five-foul rule for their league play this year. There have been 20 per cent more fouls called this year over last year in the first fifteen games to date. This should be an indication of what is to come in the future. We are to have rougher play and more whistle blowing.

With the five-foul rule, some other rules will have to be made to curb some of the bad effects that may occur from its use. Why not stay with the four-foul rule and approach the problem from some other angle? I think that the free substitution rule will help a great deal. If a player could enter the game any number of times, the number of fouls on any one player would be cut down as he would be substituted for more often. Tired players tend to foul more often than others. By free substitution a coach could keep his players from tiring.

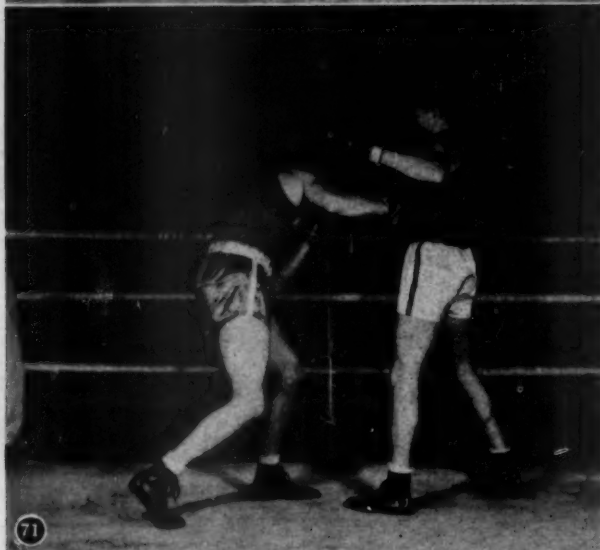
In conclusion, those who favor the five-foul rule like to have their teams play rough. They usually have limited reserves, or just want a change regardless of what happens. I have tried to show where these coaches are wrong in their thinking. We can help the game of basketball by other rules such as free substitution. We can help by paying a little more attention to defense, by showing a player what is a foul and how to avoid it. Many coaches have used the excuse of losing a key man on four fouls as the reason for losing a game. In many instances these same coaches have never really spent any time on defense.

Boxing in High School

**Punch Variations—Right Uppercut—
Proper Workouts—Advice From
the Corner—Referees**

By John J. Walsh

Boxing Coach, University of Wisconsin



IN concluding Article V (January issue), I stated that the coaching job was over, as far as fundamentals were concerned, when the left and right to the chin and body, and the left hook were carefully drilled into the boys. I have received, however, numerous requests for coaches to discuss certain variations, and many have expressed a desire for illustrations on the uppercut. I hasten to add that I have learned a few new and complicated variations from some of the requests, but I am still an advocate of perfecting the simple fundamentals, of using them at the right time, and of letting the opponent make the mistakes. Following are some of the most effective variations which are not too difficult to master.

Left Jab—Right to the Body—Left Hook to the Jaw

Against a boxer who carries his left elbow high or extends it too far out from the body, leaving an opening for a right to the body, the following sequence is good; a left jab to the jaw, illustration 70, the Number One punch; a right to the body (Illustration 71), the Number Four punch, under the opponent's high left, moving in at the same time, to be able to follow with the left hook. Note the puncher (dark trunks) has drawn back his left *high* to protect his chin and to be closer to the target. After the right to the body, oftentimes the opponent drops his hands, thereby leaving an opening for the third punch, the left hook to the chin, the Number Five punch, (Illustration 72).

Against a tense or tightened-up opponent, a left feint to the body may be used (Illustration 73). The puncher (dark trunks) feints to the body to draw the opponent's hands down. This is often effective at the start of the first round. This may be followed by a left hook to the chin. With the opponent's hands drawn down, the puncher (dark trunks) whips across a left hook to the chin (Illustration 74).

Double Left Hook

The puncher, (dark trunks) throws the left hook to the body lightly, to draw his opponent's hand down. The puncher must make sure his own chin is covered with his right glove (Illustration 75). This is followed by a left hook to the chin. The puncher, (dark trunks), after drawing his opponent's hands down, whips a second left hook to the chin. This variation is very effective, but, again, dangerous because of exposing the chin. A sharp right-hand counter usually does the trick against the careless body puncher.

Again, against a nervous, tense opponent, the following variation usually works. The puncher (dark trunks) feints with a left jab to draw the opponent's right glove away from his jaw (Illustration 77). This is followed by a left hook (Illustration 78). The puncher (dark trunks), after drawing out the right hand of his opponent, has a good shot at his chin with a fast left hook. The right hand is kept back and high, ready to follow





up the left hook with a sharp right if the opportunity arises.

The puncher immediately follows the left hook with his right cross (Illustration 79). This variation is often used in place of the left-right-hook, making it a left-hook-right sequence.

Many more variations might be suggested and illustrated, but it has been my experience that giving the boys too many sequences of punches tends to confuse, rather than help them. The previously mentioned variations and sequences, along with the regular fundamentals, are sufficient for any boxer to come out on top.

The Right Uppercut

I do not suggest spending too much time on the right uppercut. Only, if the opponent has his head bent down and forward, and is coming forward, is the punch effective. Several years ago, we taught our Wisconsin boxers the right uppercut and worked on the punch for one week before we met a particular team. This was only because the boxers of that team were coached in a boring-in style and the uppercut was very effective. Actually, since those particular matches, we have not been fortunate enough to meet a team, whose boxers were "cousins" for right uppercuts. Please note that I have omitted entirely left uppercuts. I have never seen an effective left uppercut, and only hear about them, when listening to a radio broadcast.

In landing the uppercut (Illustration 80), the puncher (dark trunks) must not give his uppercut away by dropping his right just before he throws the punch. The uppercut is delivered by lowering the right on the way across and "scooping" up and to the jaw. Note the position of the hand upon contact. The puncher lands with the four knuckles of the right fist, and pivots his body as the punch is thrown, in order to get the proper "kick." Note further, the left hand is drawn back and high to protect the chin.

The right uppercut to the body (Illustration 81) is sometimes effective when the opponent is coming in, with hands high. Note the twist of the puncher's body and the left hand back, high up for the possibility of the opponent countering with his right hand. This is a dangerous punch to throw, unless the opponent is a proper target, with hands high and in a crouching position.

Proper Workouts

There is probably more controversy as to just what constitutes proper workouts than on any other phase of boxing. I refer now to workouts just before the regular season, and during the actual season, after the boys have become physically conditioned by plenty of early road work, and have drilled upon the fundamentals thoroughly and digested them. Many of my college coaching friends believe in long workouts of ten to twelve three-minute rounds each day, even though college-boxing rounds are two minutes. Under the same theory, they believe in working high school boys two minutes each round, even though training for bouts of one-minute rounds. Their argument is that, if a boy can go the longer distance, he will be much better over the shorter distance during the actual contests, and that psychologically he will feel better. It has always been my contention that a boy should train the exact time of rounds that he will be boxing, in other words, workouts of two-minute rounds for college boys, and one minute for high school boys. My theory is that, if a boy trains longer rounds, he develops a different pacing, he slows down the action, and during a regular bout, he does not know how to time himself properly. He will not go "all out" as is necessary in one- and two-minute rounds. If the boy moves fast during the entire round the shorter period, we have found it to be the best for conditioning purposes.

A typical workout, once the boy is in good physical condition, and his legs are in shape, would be the following:

First Round—Shadow boxing. Loosening up, warming the muscles, trying all the punches.

Second-Third, and Fourth Rounds—Boxing. Working hard and



fast during the rounds. Complete relaxation between rounds.

Fifth Round—Shadow boxing. Catching the wind, and getting the heart back to normal palpitation. Figuring out which punches worked best, which ones did not work and the reason for their failure.

Sixth Round—Punching the light punching bag. Excellent for sharpening the eyes and learning to keep the hands high, and to punch fast.

Seventh Round—More punching on the light punching bag, or on the heavy sand bag.

Finish up with light body exercise and dash right into the showers.

It may be seen from the preceding that I am an advocate of a short, fast workout instead of a long, dragged-out one. I have always believed that a boy gets into better condition for a short three-round bout by short, snappy workouts of six to seven rounds. The boys, furthermore, enjoy the shorter workouts and will work harder, than if the workouts are prolonged and become monotonous. There must not be any loafing, however, from bell to bell. Top speed must be maintained all the way.

Advice from the Corner

Many bouts are won or lost according to the advice given between rounds. With only a one-minute rest period, every second should be utilized. The coach must first realize that his boy is coming back primarily for a rest. He should not allow his boxer to sprawl all over the corner as in Illustration 82; the boxer should assume a nice comfortable, natural sitting position as in Illustration 83. The knees should be bent, not stretched out as in Illustration 82, nor should the arms and gloves be stretched over the top rope as shown in the same illustration. The boxer should be made to take good deep breaths, to try to regain his normal breathing. Water should not be given until about thirty seconds of the rest period have elapsed. The mouth



piece should be removed immediately and washed, and placed in the mouth at the ten-second whistle.

As to the advice, that naturally varies according to the bout and boxers involved. I believe, however, that the big mistake is made in trying to cram too much advice into the boxer in the short time allotted. As a result, often the boxer becomes confused and does not retain any of the advice. It is much better to pick out the one or two main weaknesses of the opponent, and the second should notify his

boxer of these weaknesses and tell him which punches to use to take advantage of the weaknesses. Further, the second should pick out the one main mistake his boxer is making and emphasize that point alone. I have often seen boys come to their corners between rounds, comparatively calm and get no rest whatsoever, because the coach or second was too excited and tried to fill them too full of advice. My very good friend, Leo Houck, coach of Penn State boxing team since 1923, goes on the theory that, if the boy does not know what to do, when he goes into the ring, he cannot be changed between rounds. Working on that theory, he does not even go into the corner, believing the boy is better off resting.

Oftentimes a coach must teach his boys to pay attention to the advice given between rounds. Some boys are too excitable and pay no attention, while others drink in every word of advice given. The point should be impressed upon the boxers before the match, that the second or coach in the corner can see many of the faults of the opponent that the boxer misses, hence the advice given between rounds may very well be the difference between winning and losing. I believe boys in high schools are more receptive to advice than those in college, hence a good job may be accomplished by the second in the corner. The things to be remembered are complete relaxation, water after thirty seconds, not too much explaining, just the important mistakes that are being made by both boys and how to counteract the mistakes.

Referees

It is vitally important to have a competent man to referee an interschool match. He should know the rules perfectly, the high school rules, not the A. A. U. or professional rules. He should be instructed to "err on the side of caution," and that he is in there for the protection
(Continued on page 23)

The ATHLETIC JOURNAL

Nation-Wide Amateur Athletics

Vol. XXIV February, 1944 No. 6

Published by
THE ATHLETIC JOURNAL PUBLISHING CO.
6858 Glenwood Avenue
Chicago, Illinois

JOHN L. GRIFFITH, Editor

Sports and a Strong America

MEN engaged in physical training work who recall the situation that existed during, and following, the other war, frequently recall the experiences and lessons of that war.

The big thing that we learned from the other war was that one-third of our young men were rejected as physically unfit for service, and that many of their disabilities might have been prevented, or cured, had our physical training activities functioned effectively.

After the other war, when we were all thinking of the nation's strength, or lack of strength in terms of the physical fitness of her boys, we learned that there were not enough men and women trained to act as physical directors to take over an enlarged program of physical training.

It is pertinent now to inquire what we have learned since the other war. Certainly, we have progressed in the matter of conducting teacher-training courses in the colleges and universities, and we have also learned that, in the thirty-seven states where compulsory physical education laws were passed, some good came out of the enforcement of these laws, but in too many, the laws were ignored.

We know now that most of the required physical training in the schools and colleges was in the nature of formal work that could be conducted, for the most part, in school hours. In other words, with few exceptions, the high school boys who played baseball, or football, or engaged in other sports after school, were not permitted to substitute those sports activities for the formal work.

Certainly after this war, we should profit by that experience and should recognize, as we have pointed out many times before, that a boy can acquire physical fitness in a great many ways.

Looking at the matter from the standpoint of the present, we first should ask the question as to whether or not we made any improvement in the physical fitness of the nation's youth in the period

between these two wars. In other words, were we better prepared physically for the war in which we are now engaged than we were before World War I started. We asked that question of a well-known colonel of the United States Army who is associated with selective service. This authority replied, that, while the present statistics had not been compiled in such a way that a comparative answer could be given to the question, his impression was that we, as a people, were not in better shape physically now than were the American people twenty-six years ago.

Some of us have felt that, with a greater emphasis having been placed on compulsory physical training in schools and colleges, the draft statistics this time would show an improvement over the draft statistics a quarter of a century ago. Apparently, however, we were wrong. Of course, a great many of the men rejected were found deficient as regards their dental condition, poor eyes, infected tonsils, and other disabilities which cannot directly be corrected by the coaches and physical directors of the nation. We may, however, agree that we should be as much interested in the medical situation as anyone else, but, after all, a boy may play football for four years, or work assiduously in the gymnasium classes the same length of time and not improve his condition so far as his teeth are concerned.

We, perhaps, may agree that those of us who have been engaged in athletic work in the schools and colleges did a pretty good job as far as our work with the athletic type of boys was concerned.

The boy who is athletically inclined will come out for athletics of his own accord. Those whose inclinations run along other lines will not, generally speaking, partake of the formal or sports programs voluntarily. Therefore, does it not suggest that following this war, physical training should be made compulsory in all the educational institutions for an adequate number of hours each week, and that each student be allowed some choice of selection in his work. In other words, if he wishes to spend his time with the basketball squad, time so spent should be considered as meeting the required work rule. It is foolish to feel that every boy should play football, or that all should spend their time getting physically fit by the apparatus method, when they could accomplish the same thing by the sports method.

Already there is some indication that we are going to profit by our experiences, and this time, endeavor to persuade more of our young people that it is to their benefit to engage in wholesome sports in larger numbers than ever before. Some things might be enumerated to substantiate this statement. The National Collegiate Athletic Association, at a recent meeting, "reaffirmed its policy of encouraging the continued development of competitive athletics as a vital element in the training of young men for service in the armed forces of the United States . . ." The resolution continued, "We believe that continuation of competitive athletics throughout the period of the war is vital to the total training of the individual. We believe that

competition is an essential element in any effective program of physical training and recreation. We believe that additional use of existing facilities and staffs can, and should, be made in order to include all elements in our collegiate institutions in competitive and intramural sports. We believe that competitive sports are an integral part of American life in time of war and in time of peace and, therefore, we have an obligation, not only to expand the present uses of our facilities, but to prepare for the period following the war, when new problems must be faced."

We are all familiar with the fine work that has been done by Dr. Studebaker, Commissioner of Education, and his staff in the National Office of Education in the matter of encouraging a wider participation in physical training than we have ever known before for the young people enrolled in the educational institutions.

The executive secretary of the National Federation of State High School Athletic Associations, H. V. Porter, and the state secretaries have not waited for the war to end, but have for the last two years been advocating wide participation in school athletics on the part of all concerned.

With the colleges and high schools leading the way, we are assured that there will be a great many more boys out for athletics from now on than ever before.

The American Legion now has adopted a plan which is intended to reach young people out of school in the twelve thousand communities where Legion posts have been established. If the Legion does anywhere near as good a job in the matter of community athletics as it did in promoting junior legion baseball, we may be sure that thousands who previously were neglected, will be reached this time. Another program that bids fair to spread the sports gospel is one instituted by the National Physical Fitness Committee, assisted by the Athletic Institute. This is a program of recreation which, it is hoped, will be adopted by the defense plants throughout the country, many of which, after the war, will turn to production of civilian needs.

In conclusion, one reason why we believe that we are at the beginning of an era of sports participation such as this country has never known, is not only because these organizations, already mentioned, have started sports campaigns, but because men high in government positions, are, for the first time, openly advocating more athletics for the youth of the land.

First among these governmental agencies is the National Physical Fitness Committee. This committee, functioning under the direction of Administrator Paul V. McNutt, is sports conscious. It, however, is emphasizing physical fitness.

Further, Secretary of the Navy, Frank Knox, gave a splendid talk before the Touchdown Club of Washington on January 11, 1944. He made a very stirring plea for more athletics in the nation. Colonel Knox, himself a college athlete in his day, has consistently been, since the start of the war, a staunch advocate of competitive athletics as a means

of training men for service in the marines and in the navy.

Senator A. B. Chandler has, on different occasions, in recent months, shown himself an ardent friend of athletics of all sorts.

Administrator Paul McNutt, in an address in Washington recently, named three or four good results of this war, one of which was the renewed emphasis on physical fitness and athletics.

Finally, many had believed that Undersecretary of War, Judge Patterson, was responsible for the army order which prohibited army ASTP men from engaging in any form of intercollegiate sports. An important paper has just recently announced that Judge Patterson is a follower of competitive athletics.

If we look at these matters in the large, it is easy to believe that the people generally are coming to realize that athletics are an asset to the nation at war as well as in peace. Our people further agree with such authorities as Colonel Knox that athletics should be continued in war time as a means of proper training of pre-inductees.

After all, we should rejoice in the promise that sports will prosper from now on, not because we are interested primarily in sports, but because we are interested in our country first, and sports, when properly used, and when widely followed, make for a stronger America.

Organize the Kind of a Peace That Has Sports Behind It

SECRETARY of the Navy, Frank Knox, addressed the Touchdown Club of Washington, D. C., January 11, 1944. His talk had to deal largely with athletics in particular, and physical training, generally. We are taking the liberty of repeating some of the fine things that Colonel Knox said about athletics.

"The Navy, through its spokesman, the Secretary, has affirmed that it thought football ought to be played during the war. And we had a real, and I think sound reason why we took that position: Because we think there is a definite relationship between the spirit which makes great football players and the spirit that makes great sailors or soldiers . . ."

"We in the Navy definitely believe in the type of physical exercise and sports which involve bodily contact with your opponent.

"Now you get a good reason for that attitude, because we are fighting one of the most desperate wars in which man has ever engaged. This is a war where you kill or get killed! And I don't know anything that better prepares a man in peace for bodily contact, including war, and especially the kind of war we have got to fight in the Pacific, than the kind of training we get on the football field.

"The lessons young men in junior command in the Navy, Army, and Marine Corps learned on their football fields are being of the highest importance to them now. I don't think it is an exaggeration

to say that the willingness to go through, to the finish, no matter what the odds, is one of the most important lessons that the men who are now fighting on our respective fronts have had before they became engaged in active war.

"Bill Halsey won't tell you this, neither will Vandergrift, but every fight in the first year of this war on the Pacific was made against an enemy who overwhelmed us in odds. Every fight was against an enemy with tremendous odds in his favor. I shall never forget the feelings that surged over my heart when I read of that fight led by gallant Danny Callaghan and Norman Scott against the sea force that outnumbered them three to one, and which they won. That is the kind of spirit that football teaches . . ."

"So, we have got to think soberly about what we shall do when this war is over to insure that the young men who are coming on, who may be called upon in another emergency to defend our institutions and our individual liberties, shall be physically fit to meet that test. There is no better way in which you can bring about that improvement in physical condition of our young men than to encourage them in the pursuit of sports, and especially outdoor sports, which involve bodily contact, and that preeminently means football . . ."

"We have got to bring home, as we never have in the past, in the days to come, that the first obligation of citizenship is service with the colors when the country's in danger, and that imposes on the young man, himself, a responsibility for his own physical condition, his physical preparedness individually. We have got to emphasize that—in our community lives in the future. We have also, I hope, learned in this war that reliance upon paper promises to keep the peace aren't worth the time it takes to write them. If we want a peace of sufficient duration to give the world a fine chance to get back on its feet, we have got to organize the kind of a peace that has sports behind it . . ."

Playing to Win

ONE of the fine things that has come out of our athletic war sports is a deeper realization of the fact that our school and college boys, no matter what the conditions may be, play to win. For instance, Bill Daley, the great Minnesota back, was this year sent by the navy to Michigan, and in due time he played with Michigan against Minnesota. No doubt, if he had wanted to be excused, his coach would have let him off, but Daley loves football and played just as hard against Minnesota, we may be sure, as a year ago he played against Michigan, when he was enrolled in the University of Minnesota.

The other night Russell Wendland, captain last year of the Northwestern University basketball team, and now enrolled for specialized military training at the University of Wisconsin, played against his old team mates at the university. In this game there were two overtimes and the win-

ning points for Wisconsin were scored by Wendland.

Some people used to insist that our college men would not play football for fun and thus excused those who had a part in subsidizing the boys as was done in some instances. Last fall, however, several hundred V-12 men played football during their free time and carried a heavy military and academic load besides. These lads were ordered by the navy to go to certain institutions of higher learning for special training. If they were subsidized, Uncle Sam was the guilty party because he paid these chaps fifty dollars a month. The point we are trying to make is, however, that our war experience has demonstrated definitely, not only that a great many of our American boys like football and will play it under difficult circumstances, but that these lads will play against their former university teams as best they know how.

Certainly there are many intangible values in these sports activities that some have previously overlooked.

No Communism in Athletics

PAPERS recently reported that some of the men in Hollywood have set up an organization to fight communism in the moving picture industry. It is not our purpose to discuss the question as to whether or not there was much communism in Hollywood, but we are proud to call attention to the fact that there is no need for any organization among the athletic men of the country to fight communism within their ranks.

The last place one would expect to find communism would be in athletics, because our athletics are highly competitive and communism is based on the theory that the lazy and incompetent should share the earnings of the industrious and frugal.

Others have in recent months called attention to the fact that athletics were very much a part of our American life. They are not only a part of our way of life, but, in many respects, they head the list of organizations and associations or groups that are 100 per cent American.

Physical Education Credit Toward University Admission

ANNOUNCEMENT has just been made by Vernon L. Nickell, superintendent of public instruction for the state of Illinois, that credit toward admission to the University of Illinois is to be given in physical education. Of the fifteen units of high school credit required for admission to the university, nine are specified and six are elective. The recent announcement informs us that two of the six electives may be physical education. The fact that a high school must meet certain standards in order to give two units of credit will, no doubt, increase the intensity of physical education programs in the high schools of Illinois.

Superintendent Nickell and the regents of the University of Illinois are to be congratulated on this recognition of physical education.

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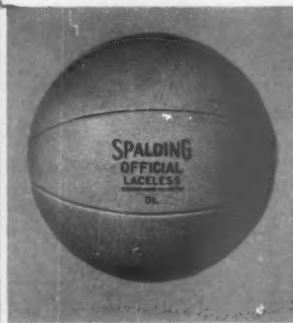
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Physical Training of the Future

Physical Education, Where Does It Go From Here?

By Robert S. Kendig

Director of Physical Education
Highland Park, Illinois, High School

AT the present time physical education is enjoying a heyday, in spite of the difficulties of inadequate teaching staffs, equipment and facilities. I refer to the change in attitude toward physical activities brought about by the war. It is now possible to get pupils to do things they would have rebelled at or "gold bricked" out of in peace time. Parents who used to write notes of complaint when son Johnny was required to run two hundred yards are now silent in spite of the fact that Johnny is now jumping off the gymnasium balcony and is forced to run a mile in gymnasium classes.

State legislators have enacted new laws requiring more physical education in the educational program. Educational journals that seldom, if ever, mentioned physical education before the war, now devote a part of their space to health and physical education regularly. Popular magazines that were including more and more articles on topics similar to "The Exercise Myth" or "Gurgle in a Girdle" are now extolling the values of exercise as a means of keeping fit.

Why this changed attitude? The answer is simple. People now realize that strength and stamina are essential to winning the war. What will happen when the war is over? What will replace the motive of physical fitness to win the war? Before the war we sought to promote physical education largely on the following grounds: 1. It promoted growth and development. 2. It maintained the functions of the organic systems of the body at a higher level. 3. Physical activities provided a release from the tensions of modern life and provided competitive experience. 4. They offered unusual opportunities for improving character traits.

Obviously we have not been able to sell these or similar reasons to the public. This is not a startling fact when one considers that physical education was originated for war purposes and has only been applied effectively as a military expediency. Even the ancient Greek ideal of a sound mind in a sound body was inspired for war purposes. The fact is that, in the past, we have failed to convince the public that physical education is worth while to the

extent that people are willing to make the sacrifices necessary to putting this theory into practice. There are those who believe that the enthusiasm for physical fitness during the war will carry over into the post-war period. This may be true. It is also probable that most of the men coming back from the service will be "sold" on physical activities programs. These things, however, in themselves will not be sufficient to maintain the public enthusiasm for physical education over a long period of time, any more than they were sufficient over a long period of time after the last war.

IT IS pleasing to note that men everywhere interested in the physical fitness of America are giving much serious thought and study to the problem. The physical education directors and coaches of the various sports in our schools and colleges, likewise, are devoting much time to earnest consideration. That is as it should be, for out of this war, we hope will come a stronger America and a much improved physical education program in our schools. With this thought in mind we plan to run at various times articles dealing with this question. Articles will be run that do not necessarily agree with the editor's ideas, but it is well to have all sides of the question discussed. There will be somewhat of a similarity in the articles, but it is hoped that some new ideas will be brought out, and perhaps old ideas expressed in new ways will help.

The writer does not pretend to know the solution to this problem. There are certain steps, however, that seem essential if we are to achieve the goal of an adequate post-war program.

First of all, knowledge of the effects of vigorous physical activity upon the body must be presented in the schools. More health education, with more time given to the physiological and psychological effects of exercise would be a step in the right direction. Yet knowledge in itself is of little value unless it carries over into practical application.

Another step that seems to be indicated is that we must make physical activity a more interesting and pleasurable experience. This is not a new idea in physical education but more thought should be given to its application.

At one time in the history of our profession, we advocated a "daily dozen" or ten minutes of calisthenics a day as a means of keeping fit. Calisthenics were taught in the schools. A large part of the population knew how to do them. They

are a means of keeping fit, yet how many persons ever took calisthenics of their own initiative for any appreciable length of time? Outside of their occasional use, inspired by uncomplimentary remarks about the increasing girth of their hips or abdomen, it is safe to say that few have ever used them voluntarily. The reason is clear, that the interest level in doing calisthenics is low. It is an unpleasant task with no other rewards than improved condition. If we are to insure continued participation in physical activities, it would be desirable for them to have other appeals in addition to that of keeping physically fit.

The answer would seem to be games and sports, yet there are several hurdles that must be cleared before activities of this type provide a satisfactory answer.

Many people do not like games and sports. The reason for this, in most cases, is that they have not enjoyed success in these activities. As a rule, we like to do the things we do best. If we are to get most of the population to take part in games and sports, they must be given instruction in the fundamentals of a wide variety of activities until they achieve a reasonable degree of proficiency. Sports included in the curriculum would have to be selected with regard to their usefulness at the various age levels and in adult life.

After this stage has been reached individuals should be given an opportunity to specialize in a few of those sports at which previous training has shown them to be most adept. This procedure should insure interest to the extent that it will result in voluntary participation.

Let us assume that we now have an individual at the point where he is anxious to take part in some physical activities and his school days are over. Where shall he go for his exercise? It would be impossible for 10 per cent of our population to take part in games and sports in one day, because the facilities for participation on even such a small scale do not exist. Obviously, if this plan works, there would have to be a tremendous increase in sports facilities. As a matter of fact, large cities would require buildings, space, and equipment on such a large scale as to be almost beyond our comprehension. Outside of Jones Beach on Long Island, I can think of no existing facilities built on a scale that would be adequate for such a program. Here the space, equipment and personnel exist to handle thousands of people daily in surroundings that are sanitary, pleasant and wholesome. They are designed to tickle the aesthetic senses and not to offend them as is the case in many of our dressing rooms and gymnasiums.

How can we obtain such facilities? At
(Continued on page 36)



SIGNS *of* VICTORY

By L. B. ICELY,
President

In every school, college, gymnasium and field house you see certain signs of victory today.

You saw them long before the war began, but you did not recognize them. They are America's youth engaged in America's great body, heart, muscle and nerve-building competitive sports. Today it is basketball with its speed, agility, quick thinking, coordination, muscle control and stamina.

A few weeks ago it was rugged man-making football—and those great developers of agilities, skills and stamina, baseball and tennis.

These and other great competitive American sports are signs of victory. They are signs that America's fighting sons are coached and trained to understand competition—to fight to win—to refuse to give up until the last winning point has been scored. And that way lies victory.

Today millions of our American youth—famous American college, school and professional athletes among them—are showing these signs of Victory on the battlefields, in the air and on the high seas for the whole world to see. Together with the brave sons of our Allies they will outsmart, outlast and outscore the enemies of Freedom.

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A THEORY IN 191-A

After the first world war many of the country's athletic leaders were of the opinion that there was a close relationship between athletic training and military training.

They felt in a nation such as ours—normally a peaceful people—that youngsters trained in competitive games on American playfields would serve this country well in a sudden military emergency, especially since there was no provision in our way of life for compulsory military service.

This theory—and it was a theory at the close of the last war—was more or less substantiated in the early 1920's, when a German military commission, appointed for the purpose, concluded that American youngsters, mobilized and trained in a hurry, could outfight German veterans, who were brought up on war, because the American youth had been schooled in American competitive games.

When the Japs bombed Pearl Harbor on December 7, 1941, our athletic leaders were given their first opportunity to put their theory to a test—to determine whether athletic training is related to military training, and to decide whether a youngster with a sports-participation background has an edge over a fellow without such training, after both have been called into armed service.

When a fellow like Tom Harmon, former University of Michigan All-American football star, fights his way back against terrific odds on two occasions and gives credit to his football training for his salvation, our athletic leaders sit up and take notice. Here, they reason, is proof of our theory.

More conclusive proof, however, can be found in the opinion of our

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1-A FACT IN 1944

naval leaders, who, convinced that athletic training is an adjunct to military training, have included sports in the curriculum of the navy's pre-flight schools, making it compulsory that our prospective navy flyers engage in rough-and-tumble competitive games.

Admiral Radford, you will remember, was convinced that sports training would give to the United States a kind of airmen, who would edge in for battle, regardless of the odds, and not veer away from an engagement with battle-trying enemy pilots.

The navy, as a result, has accepted the theory that athletic training makes for better fighting men. Not only does it toughen them physically, but more important, it toughens them emotionally. It teaches a youngster to follow orders. It teaches him teamwork. It teaches him initiative. It teaches him to think for himself. It teaches him to carry on against odds. It teaches him to take it and to dish it out. And most important, perhaps, it instills in him a winning-consciousness, that allows him to call into play all of the attributes mentioned above to outsmart his opponent.

It may have been theory in 1918. It may have been theory on December 7, 1941. But it's a fact today that the American youth, trained in our system of American games, is the most intelligent fighting machine in the world.

When this war draws to a conclusion, athletic leaders will no longer preach the gospel of athletics in theory. They'll point to factual bases for their contention that every boy in America must have an opportunity to engage in competitive sports, to the purpose of building the individual boy into a fine specimen of young manhood, who will be ready and eager to serve his country when, and if, the occasion arises.

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Cross Blocking and the Left Hook

By Eugene Nixon

Director of Physical Education
Pomona College

POSSIBLY no article or series of articles, heretofore presented in this publication, has received greater response than the series of boxing articles presented by John J. Walsh, University of Wisconsin. Although only four states at the present time sponsor boxing, in the high schools, it was felt that, with the impetus given body-contact sports by the armed forces, boxing would be one sport to have greater consideration in the planning of future programs. With that in mind we presented the six articles. Any article that creates enthusiasm enough to bring in other articles, whether or not the authors agree, is worth while.

A SERIES of articles on boxing instruction, running in the *Journal*, raise a couple of important points of technic about which there seems to be considerable confusion, even among good instructors and good boxers.

The first point is that instructors should not teach, nor allow their boxers to fall into the habit of protecting the left side of the chin with the right glove. This habit will make the boxer an easy victim of an opponent who can feint with the right and follow with a quick left hook. The cross blocker has no protection whatever in such a contingency.

Boxers must learn to keep the right glove close to the right side of the chin, except when delivering a blow with the right. In the latter case the boxer must bring his right shoulder forward with the blow, so that it will protect his chin on that side.

The opponent's straight right, or right cross, must be blocked with the left shoulder. If the boxer's chin is down behind his left shoulder, where it belongs, any right cross, or straight right, aimed at the chin will bounce off the shoulder. To protect the head from the blow, the boxer may roll his head and shoulder, together, to the right.

There is absolutely no protection against the left hook, so far as blocking it is concerned, except the right glove, and to have the right glove over to the left side of the face when the hook comes, is fatal. Moral: Don't cross block with that right hand. It is much safer in the long run to depend upon the left shoulder and left glove to protect the left side of the chin.

Another point is, that while the student is advised to deliver the left hook from the on-guard position without telegraphing, such a procedure is obviously impossible. In the on-guard position, the left hand is

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pointed directly at the opponent's Adam's apple, and from this position it is impossible to deliver a left hook, for the reason that the left glove must be first moved to the left, before it can be brought in from the side, as occurs in the left hook.

One way of getting the left glove into position for the hook—without warning the opponent—is to feint with the right shoulder. Advancing the right shoulder enables the boxer to get his left hand into position for the hook without telegraphing his intentions. If the opponent is a cross blocker, so much the easier. Of course, the hook must follow the feint instantly. Another way to get the left hand into position for the hook is to do it while the opponent is intent upon delivering his own blow. The left hook is most effective as a counter blow. In my experience these technics are the most difficult to teach and to learn, but they are indispensable to the use of the hook. *You can't left hook an opponent from the on-guard position, unless he is blind.*

I disagree with the theory that it is necessary always to deliver the left hook with the thumb up. Certainly the boxer must never hook with the thumb turned toward the opponent, since this style of hooking will inevitably result in a hand injury, but a very effective hook may be delivered with the hand rotated, so that the thumb is down. In delivering this blow, the boxer should turn the hand and slap the opponent across the chin with the back of the left glove. He should make a sling out of the arm, getting the power from the body. He should make it short and snappy, and should not let this blow degenerate into a wild swing. The advantage of this blow lies in the fact that it gives more reach. The thumb up technic is correct at short range.

The most important idea advanced in this discussion is that boxers should learn to keep the right glove at the right side of the chin, except when delivering a right-hand blow. To do otherwise is to tempt fate in the form of a solid left hook to the "button"—which is one of the saddest fates that can befall a boxer.

High School Boxing

(Continued from page 13)

of the boys and that is his prime duty. Many of the former college boxers are now out refereeing high school bouts and they have proven very successful. I caution that, even though a little extra cost is entailed by obtaining a good referee, it is a very worth-while expense. In Wisconsin, we have a regular referee's test which must be passed in order for a referee to be sanctioned. All our high schools must use a sanctioned referee in order to come under the high school insurance plan, sponsored by the Wisconsin Interscholastic Athletic Association for all sports. Incidentally,

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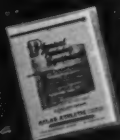
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An Announcement

Because of limitations in paper stock, a smaller number of Journals are available each month. Former subscribers will be provided for first of all. It is, therefore, imperative that renewals be sent in promptly. Asking your co-operation we would remind all subscribers of this important factor.

The Athletic Journal

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the statistics for injuries under this plan show boxing has less injuries than the majority of sports.

Illustration 84 shows a specially designed glove for high school and college boxing. Note the web between the thumb and forefinger. This prevents thumb injuries and eye bruises. The padding is light at the wrist and heavier over the hitting surface. The glove widens out over the knuckles or hitting surface. Twelve-ounce gloves are used in colleges, and twelve-and fourteen-ounce in high schools.

Illustration 85 shows a suggested padding arrangement for ring corners. The pad runs from the padded cap over the corner post down past the first rope from the floor, over to the bottom of the post. This eliminates any possible injuries from

contact with the turnbuckles.

I have endeavored throughout this series of six articles to anticipate the problems of the high school boxing coach, and to help solve these to the best of my ability. No doubt, I have forgotten some points that should have been brought out, and I want any reader of the Athletic Journal to feel free to write me direct at the University of Wisconsin, if I can be of any assistance in his individual boxing problems.

The notice carried last month regarding the six issues containing the boxing series was misinterpreted by some. This notice applied only to those subscribers who began their subscriptions with later issues than September and did not receive all fall issues. Editor's Note.

Protection from Bullet Strafing in Water

By Edward J. Shea

THE application of under-water swimming techniques has constituted one of the important areas within courses of warfare swimming, and has been given a place of consideration in all programs involving a complete presentation of skills essential for the protection of human life.

Such techniques find a specific application in situations where protection from bullet strafing is essential.

A survey of the available literature pertaining to swimming of a warfare nature reveals little uniformity in the prescription as to the depths for submerging to escape such action. Suggested depths have ranged from eighteen inches to four feet.

Authenticated and authoritative data have been made available in order to answer various questions related to the need for such skills.

1. To what depth must a man submerge beneath the water surface to become protected from bullet strafing?

2. How deep will a bullet penetrate water (from the force of the gun) when shot from various heights and from various types of guns?

3. When shot from various angles, will the bullet be reflected or deviate from the line of projection?

In the article entitled, "Rapport entre la force vive des balles et la gravité des blessures qu'elles peuvent causer," Colonel Journeé states that, "Contusions depend on the kinetic energy per unit surface while fractures depend on the total kinetic energy of the bullet. Data indicated that it will require 2.15 meter-kilograms per square centimeter (100 foot-pounds per square inch) to bruise a man and approximately 16 meter-kilograms (116 foot-pounds) to break a large bone. Based

upon these figures of kinetic energy required to bruise a man or break a large bone, it is found that a .30-caliber bullet weighing approximately 160 grains would produce the former result at a velocity of about 140 f/s. With a .50-caliber bullet weighing about 700 grains, the first condition will be obtained at a velocity of 110 f/s and the second at approximately 275 f/s.

Experimental and theoretical results have indicated that a .30-caliber bullet fired at a muzzle velocity of approximately 2800 f/s and striking the water at an angle of 90° will drop to a velocity of 140 f/s in 3.5 feet. A .50-caliber bullet fired at a muzzle velocity of approximately 2950 f/s under the same conditions will drop off to a velocity of 110 f/s in 6.4 feet.

To be safe from both .30- and .50-caliber bullets, it would therefore be necessary to submerge to at least 6.5 feet. However, if the angle of impact is less than 90°, the depth could be decreased; and furthermore, if the angle of impact is between 0° and 15° the bullets will ricochet.

It should also be noted that these figures are based on the bullets entering the water at muzzle velocities. If fired forward from an airplane the air speed must be added to the velocity of the bullet. However, if the travel in air is great enough, the bullet will enter the water at a considerably less velocity than muzzle velocity. The .30-caliber bullet has an average velocity fall off in air of approximately 150 f/s per 100 yards range from the muzzle of the gun and the .50-caliber bullet approximately 100 f/s per 100 yards.

The availability of such data permits a more logical approach toward solving the problem of protection from strafing which is all important these days.

THE ATHLETIC JOURNAL



ESQUIRE
GEN. JOHNSON HAGOOD
whose military service includes command of the 7th regiment, 1st Expeditionary Brigade in World War I, writes that competitive sports will help morale of troops—but that men who carry athletics too far are no good for anything else

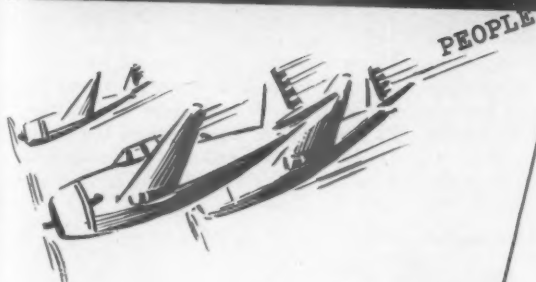


ESQUIRE
C. L. SAWIN
championship coach of the nationally famous Riviera Club of Indianapolis, warns that, to reduce sea casualties in this war, every American boy should swim with complete water confidence

ESQUIRE
LAVERN DILWEG
Member of Congress, and official in the Big Ten, discusses the question of how sports contribute to the war effort, and suggests three ways in which sports are now more important than ever

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ing by a veteran sportswriter of the military basketball team of the year, to a discussion by a famous ex-football star of how gridiron training prepares a man for air warfare. Esquire's sports stories do a brilliant job of reporting the current sports scene . . . deal with the

most vital questions concerning sports activities and athletes in wartime America. See the war-minded sports articles in the current issue of Esquire . . . on sale at your newsstand . . . TODAY.

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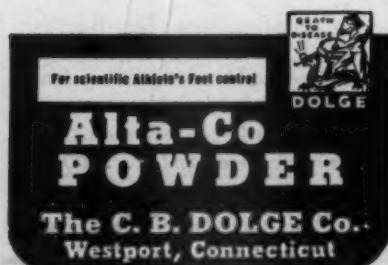
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Double Trouble for Poor Fundamentalists

(Continued from page 9)

ly admits that he has not mastered this phase of basketball. If a zone type of team is behind in the score, it is a cinch that it will have to come out after the ball. If such a team does not, it will not have to worry long. Next game, there will not be many cash customers out to see them play. Coaches owe their public a colorful and scoring team of action. When players move systematically over the floor, action results. When coaches teach their charges the paths of the scoring lanes and skillful passing, scoring will result.

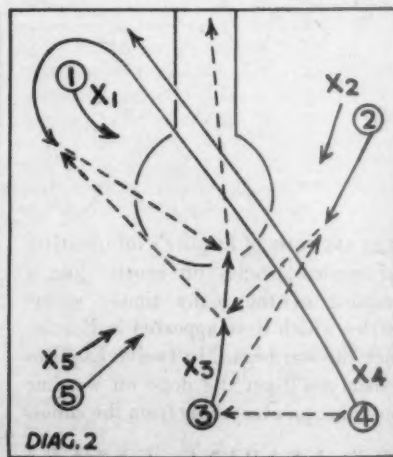
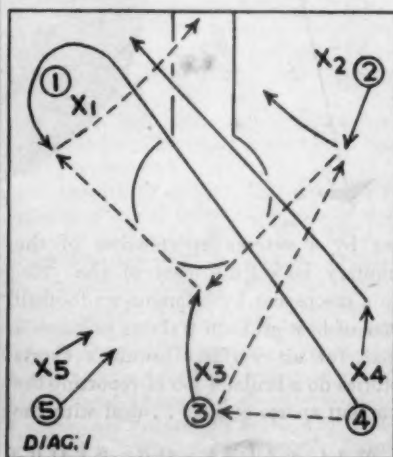
Herewith, we show two diagrams which call for movement of the men and movement of the ball with a synchronized nicety in penetrating the zone defense.

In Diagram 1 the offensive guard 4 snaps the ball to 3 and immediately cuts across in front, calling for a return pass. Just as 4 goes past 3, 3 push-passes or chest-shove-passes the ball to 2 who comes straight forward from his position to receive the ball. Three feints slightly to his own right and then quickly cuts to the left to receive the return pass from 2. In the interim, 4 has continued over to the opposite corner of the court, apparently for the purpose of screening 1's guard. At this juncture, 1 cuts out in front of the free-throw area. Four, instead of screening 1's guard, follows quickly to his own left near the side of the court. Three immediately snaps the ball to 4, who is in a splendid position to shoot a side shot, preferably a carom, for the basket. This quick manipulation of the ball was consummated because the keystone player, 3, could rapidly pass the ball in either direction. Now 2 plays for the rebound on his side of the court, and 1 cuts for the center rebound area just as 4 is shooting. Four covers his side of the court for follow-up and rebound. Three is in a position to float either way for a pass out from any of the offensive men near the basket. Five slides for a pass out, in case

3 is pulled over to the opposite side.

If the offensive team continues to pass the ball, it is absolutely impossible for a zone defensive team to prohibit the offense from getting a fairly open shot for the basket. Should there be no opening for the offense, the ball can be passed back easily to 5 or 3 and then the offense can re-form and endeavor to make the play work on a succeeding try. It is to be remembered that the purpose of passing in and out of the zone defense is to flatten the defense, make it retreat, so that the offense can shoot over it.

In Diagram 2 the same set-up is used as in Diagram 1. The offensive guard 4 snaps the ball to 3 and then 4 cuts across the court diagonally, at the same time calling for a return pass from 3. In reality, he is continuing on for the apparent purpose of screening 1's guard. As soon as 3's passing lane is cleared by 4, 3 snaps the ball to 2, who comes by quickly from his position to receive the ball. Three drives to an unguarded spot and receives the return pass from 2. Four floats off to his own side of the court as he did in Diagram 1. He receives a snap pass from 3 who by this time has worked himself into a position to shoot for the basket. The rapid and artful manipulation of the ball has caused the defense to become flattened or to retreat. This new situation will enable 3, the man in the center offensive position, to get a close-range shot for the basket. If he is not in a favorable position for the shot, he can pass back to 5 who slides for the pass out. For the rebound work, 2 covers his side of the court. Now 1 can swing on out in front of the basket and cover that rebound. Four can swing down and in toward his own left side of the basket to cover his territory. In this way all three sides of the basket are covered and, should 3 follow in after he shoots, 1 can slide out and trade places with 3.





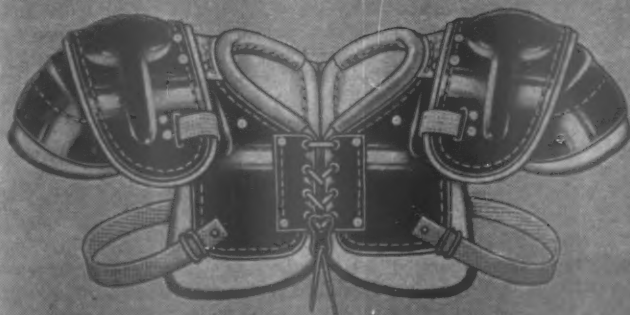
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IT SAYS TO PLAY

The Fate of Intramurals Lies in the Spice

By Charles Romine

Athletic Director, Masonic Home and School of Texas

INTERSCHOLASTIC competition is deeply rooted in Texas. As a director of athletics, I know that. Nevertheless, as a director of physical education of a high school and municipal junior college at Hillsboro, Texas, I was called upon last January to substitute the next best thing. I knew that intramural basketball was the answer, but I also knew that it was very difficult for athletes and would-be athletes, reared on interschool rivalry to stomach the drabness of intramurals. War-time travel restrictions, the dearth of the usual fine material in the college, occasioned by military calls, and the desire to give more boys the chance to participate in a most desirable phase of our all-out physical fitness program prompted us to proceed with intramural plans. Could it be done successfully? Borrowing a page from history, we reflected on the fact that Europeans, due to lack of refrigeration during the Middle Ages, sometimes were forced to eat meat and other things that were in pretty bad condition. This situation was somewhat relieved when returning crusaders introduced spices that could go a long way toward hiding a very disagreeable taste and smell. We, therefore, thought of spicing up our intramural program in the following way.

In a called faculty meeting, our superintendent and president helped convince the instructors of the value of our plan. After discussing the program from numerous angles, the instructors voted unanimously to allow two games to be played each week on school time. We staggered the days and hours so that no one class suffered very much. Needless to say, it was imperative that the faculty be completely convinced of the soundness of the venture. I learned long ago never to take students out of a teacher's class unless that teacher favored the plan. Then, we needed the teachers to help conduct the games. Practically every faculty member assisted in some capacity. Before long it was their undertaking as well as mine. Consequently they helped put it over.

The MacArthur Basketball League was born. The high school entered two teams—the Jeeps and the Bugs Bunnies. The college entered four teams—the Commandos, the Rangers, the War Hawks, and the Thunderbirds. We equipped each team with game uniforms which we had in stock. It was important to dress them up. They felt classier in satin. Practice

sessions were held in physical education classes and the gymnasium was available after school hours.

When games were staged, classes were dismissed and our entire student body attended. No admission charges were made. Everyone came, and came to have a good time. Students came who previously had no idea of where the gymnasium was located. They yelled, laughed, applauded and came out thoroughly re-created. When college met high school there was a natural division of sentiment, but when college met college or high school met high school, the student body disregarded classifications and divided itself into two equal factions seated on opposite sides of the gymnasium and under the guidance of student yell leaders urged their favorites on. How did they select their favorites? The yell leaders flipped a coin on the court just before game time.

The players were, for the most part, lads who would never have tried to make a varsity basketball squad. Many had never participated in any contest staged before a crowd. I'm glad that they could have this brief opportunity to "mix it" while their friends looked on with critical eyes. I'm glad that they could experience the exhilaration that comes with victory and the momentary despair that comes with defeat. I'm glad they could find out first hand how to shake off this despair and go into preparations for the next encounter in a more determined manner.

The school newspaper, the Chieftain, and the local daily newspaper gladly gave us valuable advance publicity and carried excellent write-ups of each game along with individual and team pictures, team standings and announcements of forthcoming games.

The art department prepared the posters announcing each game. Scenes such as a Ranger escorting Bugs Bunny over the hill with the aid of a bayonet which dangerously threatened Bugs' posterior were familiar sights on game notices posted on our bulletin boards.

The music department was asked to participate at least twice during the schedule, but the band insisted on participating each time—and in uniform! This definitely added color to the occasion.

The speech department manned the public address system and embryo radio announcers kept the crowd informed concerning substitutions, fouls, etc. and injected a good amount of genuine good wit.

A large scoreboard kept the running score in full view of the crowd. Another board listed players with their numbers. It was changed with each substitution.

To further identify the players, the commercial department mimeographed programs giving the name, position, height, experience and home town of each player as well as team standings and season schedule.

Faculty members officiated. The engineering professor, the professor of French, the pre-flight instructor and the president of the college served as referees and umpires. They were all ex-coaches and did a fine job. Incidentally the youngsters liked this innovation. The professor of French with tousled hair and short of breath, refereeing a game, was a refreshing departure from staid custom. The registrar, the librarian and the director of girls' physical education served as score keepers. The vocational agriculture instructor and the high school principal served as timers. We shifted the assignments so that none of the officials had to work two games in succession. The sports writer of the school paper served as chairman of a committee to select an all-conference team at the conclusion of the season's play. Another committee selected the most sportsmanlike team and most sportsmanlike individual performer. These individuals received appropriate awards as did the winning team.

To provide half-time entertainment, various groups were called upon, and novelty and fun awaited us during each intermission. The dramatic club, the girls' physical education department, the boys' tumbling team and talented individuals added their bit. For example, when the Thunderbirds made their debut, a college freshman of Indian descent, attired in all his regalia danced a war dance. Once an honor organization initiated its pledges on the court, and, of course, the band was always on hand with specialties.

It might be you are interested in the cost. With the exception of awards, the total expense account amounted to one dollar and if the engineer and the French instructor had not insisted on rule books, we would not have soiled the ledger.

If you are ever confronted with the job of selling intramurals to a group that can not see any percentage in playing among themselves, I hope these plans will suggest some avenue of escape. I will guarantee one thing—the fate of the intramurals lies in the spice.



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Wanted: Not Apologists, But Clear-Thinking Expounders

By Johnny Lackner

Head Football Coach, Hamline University, St. Paul, Minnesota

INTERCOLLEGIATE sports have made fast friends of many millions of American sports followers. One needs only to recall in memory's eye the picture of huge football stadia all over the country, packed with excited, enthusiastic fans, or visit a university fieldhouse, while an important basketball game is in progress to establish the truth of this observation. Unfortunately, the controversy over whether army trainees in the nation's colleges would be allowed to participate in intercollegiate competition has established the unhappy fact that wartime intercollegiate sports also have their share of enemies. The public's attention was focused on a controversy which questioned the value of intercollegiate sports' contribution to the war effort.

In their attempt to keep football alive, in spite of being confronted with many difficult problems, football coaches were accused of promoting selfish interests under the guise of pretending to train young men for their future, serious job of war. The employment of officers on various service elevens gave rise to the indictment by many critics that the competitive athletic programs of various services were superfluous and had no place in the military training of personnel. In addition many long-time 'die-hard' enemies of intercollegiate sport have attempted to de-emphasize the idea that competitive sport adds anything of value to the make-up of the American soldier. These are serious charges, which if unanswered, will destroy much of the traditional justification for intercollegiate sports.

It is not enough to seek refuge in the much-quoted and famous expressions of Wellington and MacArthur to justify the place of competitive athletics in war time. Neither is it enough to depend on arguments of convenience or shallow reasonings which will not match the clear, cold arguments of reality. We cannot say, for example, that the only boys who can become good soldiers are those who have been privileged to participate in athletics. Yet many coaches, in substance, have made, and are making now, that statement. It is obvious that many a member of the college debating society and drama circle can, and has, become a fine soldier. Intercollegiate athletes have no monopoly on courage. Nor can we say that the value of intercollegiate athletics in war time, and peace time too, lies one 100 per cent in its physical fitness values. From the standpoint of numbers alone,

physical educators can pick that argument to pieces. I cannot pretend to be an expert apologist for war-time intercollegiate athletics; others are far more eminently qualified than I. What line of reasoning should coaches follow?

During the years when American youth were fast becoming "lounge lizards", when dancing to the latest jazz band took the place of healthy exercise, sports were teaching a more virile doctrine. During the years when college students were inanely swallowing goldfish in public, competitive sports were still teaching that courage and the will to win were still desirable, manly qualities. During the years when it became more fashionable to frequent the speakeasy rather than the church; when parents by their very example were teaching disrespect for law, sports were still teaching that clean living and healthy bodies were worth-while goals of achievement. During the "roaring twenties," as Mark Hellinger aptly describes them, competitive sports were the only factor that preserved an element of ruggedness in American youth.

In "Mein Kampf" Adolph Hitler ascribes the defeat of the German army in World War I to lack of an ideal for which to fight, resulting in a noticeable lack of spirit. Even we can draw a lesson from this evil man's conclusion. The American army is permeated by a great competitive spirit. This zest for winning was not obtained by drinking sodas in the corner drug store or by observing Hollywood leg art in the latest movie. It came from only one place—the fields of competitive sport! Sports have always taught that honest ideals were worth fighting for; that victory on the gridiron or hardwood were worth the physical sacrifices associated with them.

In an era when the selfish philosophy of individualism predominated—"Every man for himself and the devil take the hind-

most"—team sports were teaching the lesson of co-operation and team spirit so necessary in modern, complicated war. Formal physical education can accomplish physical fitness, but only team sports can teach group thinking, loyalty, self sacrifice and the subordination of individual interests to the welfare of the group.

I do not believe we should attempt to sell intercollegiate sports to the public completely as a physical education activity. There are too many other physical education activities which are more efficient in accomplishing physical fitness. We must emphasize the intangible values, the spirit values, which formal physical education cannot give. As St. Paul, the disciple said, "Without spirit I am nothing." We must lay heavy stress on the fact that competitive sports train young men in agility, quick reflexes and quick judgments which often make the difference between a dead soldier and a live one. The cryptic remark of a noted military personage fits the situation well—"You can't think with muscles!" The Navy believes in these values so firmly that almost its entire pre-flight physical education program is composed of competitive sports. Ninety-five per cent of the army officers—in spite of the war department's stand on intercollegiate athletics for its college trainees agree that competitive sports, and especially the rugged body-contact ones, possess teaching values of tremendous importance to the future soldier.

If the by-products of competitive sport throughout the years are of value now, then they are worth continuing in the immediate years after the war. Athletic coaches in the United States owe much to those men who have publicly argued the case of wartime intercollegiate athletics in answer to the snipers on the side lines. Athletic coaches are indebted to men like Lou Little and others who had the courage of their convictions and carried on, even though rewarded with hopeless and humiliating defeat, and a barrage of criticism from all quarters.

We must stop using nebulous, hackneyed arguments in presenting the case of war-time intercollegiate athletics. Intercollegiate athletics do not need fanciful or distorted briefs to justify their existence during war time or peace time. They need only a more vocal and alert coaching profession to present their case in a forthright fashion to the American public.

THE value of athletic sports for war time as outlined by Mr. Lackner is excellent. All will agree that, in addition to the physical conditioning which can be obtained in other ways, there is the fact that competitive sports train young men in agility, quick reflexes and quick judgments which are of the greatest value in these times.

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Recreation in Industry

By Robert A. Turner

Co-Ordinator, Department of Community Recreation
West Point Manufacturing Company, Lanett, Alabama

HAVE you ever been asked the question, "What is recreation?" and then in the process of your explanation been cut short with, "Oh, yes, it's for the children," or, "I see, it's athletic teams," or, it may be, "It's sorta like education"? If so, undoubtedly you've given up in despair, or perhaps patiently started all over again.

Let us consider this question for a moment. Not only what is recreation, but where, when, how and why is it?

Undoubtedly this inability on our part to interpret recreation clearly to the layman is the result of confusion in our own minds and reflects either the limitations of education, or the lack of clear thinking. It must be acknowledged that an over-all picture of the subject, including definitions, written material and organizations, does not contribute to clarification. A clean-cut conception and interpretation of recreation can result only from a careful analysis of our experiences in the field over a period of time. This search for fundamentals and understanding must be the result of individual effort with a scientific approach, free of bias, partiality and other diverting influences, and not until we, as individuals, develop this appreciation, will our profession as a whole measure up to a recognized standard.

Then, to begin with fundamentals, why not think of recreation as *living together*? A medium in which men and women, old and young, rich and poor, can associate one with another in a variety of activities providing mutual satisfactions. Democratic in principle, the interests of the individual or group find expression through organization. Opportunities for participation are broadened through the guiding role of leadership. Financial provisions make possible a program as necessary to community welfare as any other governmental function.

The implications of such a concept are obvious. Recreation is desirable for people anywhere. It is needed not only during times of depression or war, but at all times. *How* it is provided is not as important as *that it be provided*. Recreation is essential because it is part of the lives of people.

If the agency sponsoring recreation recognizes this fact and provides these opportunities to meet the needs of people, the character of the agency does not matter. Progress in social and educational fields has been stymied in too many instances

by the petty jealousies and selfishness of organizations and we in the recreation profession are not guiltless of this charge. When motives and programs are sound, let us recognize the fact and unite our efforts in the cause of service. The problems facing us, not only as Americans today but in the world of tomorrow, should prohibit the practice of dismissing meritorious work with "buts" and innuendoes familiar to us, such as "paternalism," "labor," "management," institutional or organizational.

The history of industrial recreation has not been spectacular. Numerous programs, sound in concept, have been conducted quietly over a period of years by different industries. Many have tended to lean rather heavily towards the athletic type of activity due, undoubtedly, to the background of leadership and to available facilities. On the whole, such programs have not been sponsored for publicity purposes but rather for the benefit of employees.

Other characteristics would suggest:

1. Programs have been inaugurated with the increase and growth of companies.
2. Administration has usually been the responsibility of a person not trained in recreation.
3. Democratic programming has resulted from co-operation of employee groups. Boards, committees and volunteers usually function in the organization.
4. Tax supported facilities as well as company-provided ones have been utilized.
5. Generally such programs have helped to better employer-employee relationships.
6. The majority of such programs have been sponsored financially by the company.

The future of industrial recreation is bright. However, it presents a realistic challenge—a challenge to management, to the employee, and particularly to recreation leadership.

Recreation has come to be recognized as a positive social factor, and, of course, any sound program conceived of, for its own value has undeniable by-products. Therefore, today, many realize the significance, importance and relationship of health, safety, morale, social adjustment and education in the daily routine of living together.

A management, however, that sponsors recreation as a salve for other gross inequalities is subject to criticism. Likewise, labor union organization attempts

to "ride the coat tails" of a program for purposes of subterfuge or politics are unethical.

Where sincerity of purpose exists, when the enlightened co-operation of management and employee is present, then the job is up to the recreation administrator. In other words, when management and the employee say, "Here, we want recreation! What is it and how can we have it?" the answer the professional recreation worker gives will determine the success or failure of the proposed program, not only the answer in principle but also in practice. The line of organization, type of administration, scope of program, principles and objectives, leadership standards—these and similar factors are all important. Naturally, the inauguration of sound programs will reflect the future trend of industrial recreation.

Is the average professional recreation leader qualified to answer this question, "What is recreation and how can we get it?" Not necessarily, but in their ranks are many who have a background of successful experiences that should serve as qualifications. Nor should such qualifications be limited to degrees or certificates, for there are many leaders in our field who are gifted with keen social insight and analytic ability but who have not been certified by diploma. Certainly successful experience with a varied background in the field of recreation should qualify a man for this work provided he has other necessary attributes of success coupled with a broad professional concept.

There are certain fundamental principles in recreation that are recognized as in any other profession. Intelligent application of these principles is the role of trained leadership. To illustrate how they have been formulated successfully into an industrial program, the following case-history is cited. Naturally, modification of procedures would be necessary under varying conditions:

A manufacturing company with plants in five adjacent communities became interested in launching a recreation program. Management had always been conscious of its responsibility for the general welfare of the workers. As a result of an intensified athletic program over a period of years, the question was asked, "To what extent does this program reach our people?" The answer was not satisfactory. Whereupon research, inquiries and interviews about recreation indicated that this type of program was needed.

Centralized Administration

As a result, a trained and experienced worker in the field of recreation was employed to organize and administer a program. This man was told by management, "The job is yours. We don't know anything about recreation but we want a comprehensive and adequate program for our people. We will give you all the co-operation you want and we will expect in return the best you can produce." Subsequently, a recreation department was established as a separate unit directly responsible to top management.

Leadership and Training

Recreation personnel was employed by the department to function in each of the five communities. In most instances selections were made from local residents, but where there were no qualified individuals, people were employed from the outside. Most of the local persons retained had teaching or similar experience and had resided in the communities for a number of years. In-service training was inaugurated and the leader-personnel group was brought together at regular weekly intervals for a discussion course in the theory and practice of recreation.

Community Emphasis

Then five community departments were established and organized as separate units. Each local program varied as it reflected the desires and interests of the people in each community. The organization of neighborhood units was stressed. Recreation took its place in each village along with schools, churches and other organizations. Typical of smaller communities these organizations worked in harmony on many projects.

The close affiliation of the program with existing agencies from the beginning was of mutual benefit.

Occasionally various activities were organized in music, dramatics, socials and sports to bring together participants from the different communities. Administration and supervision were centered in the departmental office.

Specialized Leadership

Specialists in Music, Dramatics and Home Economics were retained to develop these fields of interest. Their services were correlated in planning with each local director through the community program.

Volunteer Leadership

An efficient recreation leader will multiply his leadership manifold through the encouragement and use of volunteer service. As a supplement to the paid leader,



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it is estimated that 85 per cent of the activities sponsored are conducted by volunteers.

Utilizing Available Facilities

Under this type of program, facilities used previously by athletic teams only are now available for community use. A gymnasium formerly accommodating two basketball teams is now shared by happy groups of hundreds of youngsters coursing in and out all day long. Old and young gather here in large numbers to dance. Crafts groups meet regularly. Music and dramatics are often vying with each other for space.

Baseball fields are used for play days, circuses, pageants, field days or special events. Swimming pools have learn-to-swim weeks, water carnivals, and advanced swimming classes. Tennis courts, of necessity, are shared for badminton, paddle tennis, croquet and goal-hi. Shaded nooks have become tot lots or picnic areas. Deserted fields have become the play lots and meeting spots for natural neighborhood groups to gather with the recreation leader.

Athletics

Athletics has its proper place in this program. However, the amateur has replaced the professional. Many spectators have come out of the stands. Participation has been the keynote. At first,

spectator interest dwindled but now it has been re-established because mother or dad and sister or brother, come to see the better half perform. Fathers are as much interested and concerned with their boys' progress in boxing as the coach. "These are our boys—our folks," they say. The club basketball team of the former athletic era has been replaced by community leagues for boys, girls, men and women. Boys and men who formerly had to pay admissions to the ball park now vie with each other for positions on the team.

Democratic Programming

Advisory recreation committees have been established in each community and share with the local director the problems of planning. Suggestions, criticisms and discussions are openly made upon different phases of the program. When a new idea is inaugurated, it has been previously talked over. The program is not the director's responsibility alone but belongs to the group. Dancing and bridge, which at one time were thought questionable, now through this procedure have won the endorsement of community approval.

Integration

This particular recreation program is not a formalized process. From the start churches, schools and other organizations have been invited to use the facilities of

the department. There is no pressure on the department to label its wares. Many times departmental activities and services have been correlated, sublimated and even absorbed by other agencies. As a result, no door has been barred in the effort to foster projects. The community type of organization has greatly facilitated this condition. Through this arrangement, programs are made possible for the people which, under other circumstances, would be lost in a maze of organizational difficulties.

Scope

Thus, activity planning for this five-town set-up has its origin in two sources, the employed personnel and the lay groups of citizenry, either individually or through organization channels. With this span of interest as a base, it is natural that the resulting program should include a wide range of activities. Social, dramatic, music and athletic are all included in varying phases. Several unique projects are worthy of mention.

The churches have co-operated in holding regularly scheduled community prayer meetings or vesper services that have more than doubled their ordinary attendance. An Armistice Day parade and program resulted in one of the largest gatherings ever recorded. A music festival including jug bands, combined church choirs, a dance orchestra, glee clubs, solos, duets and many other expressions of



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musical interest packed to capacity one of the largest ball parks. Over two hundred men and boys were enrolled in boxing. Bouts staged twice weekly drew an average of six hundred spectators, while fifteen hundred attended the annual championships. In the music and dramatic programs thousands of persons have witnessed the performance of hundreds of participants. At several schools physical education groups are conducted by departmental personnel.

Coverage

Participations are recorded in direct ratio to the variety of activities included. The wider the range of interests, the more people participate.

A comprehensive program of activities for youth has enlisted the majority of young people in each community. "And a child shall lead them" literally has proven true. The parent whose boy or girl is actively interested in the program is as equally grateful as the adult playing softball. Parents appreciate that their youngsters are getting something they missed. They also recognize the process of laying the physical and mental foundation for future adulthood and citizenship.

The opportunity for old and young couples to mingle together in a wholesome social environment is of immeasurable value to the community.

Girl leaders have greatly encouraged the participation of women and girls in the program. Clubs with a service motto have been formed. Physical fitness has replaced the out-moded reducing objective. Singing and play acting have re-awakened old interests. Tap classes are popular.

Flexibility

A recreation program, like a mirror or barometer, should reflect the environmental conditions affecting the lives of our people. The sound recreation program is not doing "business as usual."

Today in this comprehensive program physical fitness groups are functioning. Phases of the Victory-Corps program are being carried out in school and recreation groups. Furniture repair and articles for home use now have a real significance in crafts. Music and morale go hand in hand. An audio-visual program of movie shorts brings a message weekly to adult groups. These sessions are followed by old-time get-togethers, professionally known as social recreation periods.

Recently the department has taken over the inauguration, organization and supervision of full time nursery schools operated for children whose parents are at work during the day. A full-time food economist has been added to the staff in conjunction with the sponsoring of a broad nutrition program and the organi-

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All other games must stop until the day when we have won the greatest contest of all. The boys who have played over our sports nets in the past, are now fighting under them, and it is up to us to keep them covered and safe. Definite improvements in "INVINCIBLE" nets, born of intensified research of war time production will bring a great advancement in the quality and design of our sports nets line in the Post-War period to come. However, until victory is assured, R. J. Ederer Company will continue to turn their full sports nets resources and facilities over to military needs and the winning of the game of war.



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Most significant of all is that during the second year of the program, just completed, there has been a 30 per cent increase in participations influencing an estimated population of thirty thousand.

Physical Training of the Future

(Continued from page 18)

this time much is written about post-war planning. There seem to be pretty good indications that some form of government program for building and improvements will be sponsored to take up the slack of relocating manpower after the war. Should we not, as a profession, investigate the possibilities of receiving help from such a source? If the government is to subsidize such a program, surely we have as legitimate a claim for aid as any other group. Let us get on the band wagon or we are apt to discover that we have received better highways, bridges and monuments, but no facilities for developing a stronger, healthier population.

Last but not least, we must make physical activity as part of life. Man is not so constituted that he can thrive and be happy sitting at a desk or working on a production line. Nor is his nervous system designed to stand the increased tension of modern life without relief. We have already proved that this country can be run effectively in peace times and still provide adequate leisure time. Can we not get people to use a part of that time for the physical activity for which man was designed? If so, for adults at least, it must be a voluntary procedure with participation dependent on a desire to take part in physical activities of a recreational nature.

The Responsibility is Ours

By A. E. Stoddard

Central High School, Kalamazoo, Michigan

WHEN this war is over, are we going to turn back to the easy-going, non-efficient, haphazard type of physical education which was all too prevalent in the days before our power-drunk totalitarian leaders threw the whole world into chaos—a chaos which is costing us billions of dollars in wealth and, more precious to us all, the lives and welfare of a great many of our finest young men, your sons and mine.

Let us not be guilty of falling back into the old way of doing things when our boys have won this war. This applies to all forms or phases of our social activities, a part of which is our physical fitness program.

Physical fitness is a prerequisite to individual well-being; there is no substitute. This applies to the physical well-being of

In summary it can be stated that here is a company which, from the beginning, was established through the co-operative efforts of employees and management. Throughout the years as the company grew and developed, so did the communi-

a nation as well as an individual.

Physical fitness is just as important, if not more so, in peace times as in war times. It is true, of course, that during a war period there is an immediate objective. There is a national agreement that we must put on a program of physical fitness to prepare our boys and girls for the conditions they must meet. Public schools, colleges, army and navy training centers put on programs, looking toward the physical conditioning, so essential to our fighting men. This is as it should be.

Many men who have had the opportunity of observing, express the feeling that one of the reasons why the Axis nations felt that they could, most certainly, knock out the democracies in a short time was because their own young men had been trained and conditioned for years, while the young men of the democracies were soft, not physically and mentally conditioned for the hardships of present-day warfare.

Thanks to the leadership of our armed forces and our schools, and the willingness of our young men and women to submit to the physical fitness programs set up, our fighters are relentlessly pushing the Axis nations back,—back until one day soon, these Axis nations will be entirely subdued and we can start again to build a world peace and a permanent peace.

But peace times have no such visible and immediate motives as do the war periods. Although these objectives are not so visible they are present just the same. It behooves those of us interested in the physical welfare of our people to be working out our peace-time programs. If we do not, no one else will. This means that the physical education teachers, coaches, and directors, should get together and work out programs of physical activities for our schools, colleges, and for recreation.

Recently, it has been suggested that we drop our present compulsory physical education and physical fitness programs and put in a system of free participation in such activities as one might wish to take part in. The suggestion is that all types of sports' activities be provided and then let each person choose his or her activity. For a number of people, this would perhaps be sufficient. Through long experience, however, we have found that only a relatively few of our people will do this. If it were true that all people were vitally interested in getting into some

ties in which the employees lived. Education, health, welfare, housing and other community services were expanded. It is only logical that recreation should fit into this plan of development—recreation for what it means to the people.

form of physical activity, our golf courses would be crowded far beyond capacity, we would need to double or treble our bowling facilities and our Y.W. and Y.M.C.A. gymnasiums would be crowded to the limit. Our intramural programs in high schools and colleges, also, would be the most popular activity on the campus.

There is nothing mysterious about physical education programs. They simply mean that we, as schools, colleges, and recreational centers, are providing the physical activities which are so essential to the growth and physical condition of our people. But to provide such programs and then say, "Here they are, come and get them," isn't enough.

The only way we can carry on a worthwhile peace-time physical conditioning program is by providing such programs and then making them a required part of our elementary and secondary schools and of our colleges. There must be a basic program, composed of such activities as will give full, all-around body development. This must be required of all students. Such a program will, of course, be adjusted to the age levels of those taking part in them. Beyond this, there should be as rich a program of athletic or sports' activities as it is possible to provide.

During the growing periods of our boys and girls we should provide those exercises that will best promote their normal growth. Beyond this, we should teach them a great variety of games in which they can, and will, participate in later life.

As physical educators, we must provide programs which will have content enough to cause our administrators to include them in our school and college curricula. Too frequently, in the past, our programs have not been worthy of a place in our schools. Shall we not, as persons interested in the physical welfare of our people, see to it that, when we return to civil life, so to speak, we will have such programs and then go whole-heartedly into the matter of so teaching and inspiring our young folks, that we will have a nation of superb people, not only that they may stand the rigor of war but that they may withstand the softening processes that are all too prevalent in our ordinary social life.

It is up to those of us interested in this matter to put it across, otherwise it will not be done and such programs will be missing from our schools.

TRAINERS JOURNAL

SECTION

THE NATIONAL ATHLETIC TRAINERS ASSOCIATION

Physiologic Automatism in Athletics

W. W. Tuttle, Ph.D.

Department of Physiology, University of Iowa

IN THE performance of athletic feats, we notice that each individual tends to make certain automatic adjustments. A right-handed individual will throw naturally with his right hand, and as the right hand comes forward, he will transfer his body weight from the right to the left foot. One high jumper approaches the bar from the right, another from the left, in order to be in his best position for the take-off. These and many other automatisms enable the athlete to use his body to the best advantage. For this reason, they should not be tampered with by one teaching new skills. The skill should be taught in such a way that useful automatisms will be retained. Fortunately, most automatic adjustments persist in spite of instructions to the contrary. But meanwhile, any attempted changes through adverse teaching have resulted in a loss of energy, and a certain amount of confusion and inefficiency.

Dominance. This means that in accomplishing certain tasks, preference is shown to one part of the body rather than to another. Thus, the feet are dominant over the arms in most forms of locomotion, and in right-handed individuals, the right hand is dominant over the left in the manipulation of implements. Unless otherwise specified, the term dominance refers to lateral preference, that is, whether the right or left side of the body dominates.

The reason for lateral dominance is not difficult to find. It is due to a preponderance of muscle strength on one side of the body. This, in turn, is due to the arrangement of neural patterns. The nervous system operates in such a way that the favored side is innervated more strongly and more frequently than the non-dominant side. The dominant side is called upon to do more than half the work and in adapting itself to such use, it becomes superior in strength to the non-dominant side.

The high jumper takes off from his dominant (best) leg. Obviously the direction of his approach to the bar is determined by the position that must be achieved at the take-off. In other words, the whole skill must be built around this element, dominance. Any other procedure puts the performer under a handicap. He should be allowed "to put his best foot forward" as it were, if maximum achievement is his purpose.

Occasionally the purpose of learning a skill is to achieve symmetrical development of the two sides of the body. In handball, swimming or volleyball, it is important to cultivate the non-dominant side, so that the person will be able to add to his resources and minimize his vulnerability to attack.

Dominance may be classified as natural or acquired. Natural dominance is sometimes called basic or physiologic. Natural

dominance may be enhanced, or it even may be reversed by the process of conditioning. Certain unnatural, but socially approved, forms of dominance represent a reversal of the basic form. This occurs when a left-handed athlete learns to use a field hockey stick. The rules of the game do not permit the use of left-handed sticks, therefore every player must conform to the pattern of right-handed dominance.

A question that arises among trainers and coaches is, how is one to tell which side of the body is physiologically dominant? There are tests available for determining this characteristic. Although these tests have brought forth many useful and interesting facts, they need not be employed before teaching most skills.

It has been demonstrated, for example, that in starting a sprint the foot of the dominant leg of the runner must be against the back block if the natural sequence of movements is to result, and the fastest starting time performed. How is the trainer, or the coach, to know which leg of the sprinter is dominant? This question is answered simply by having the sprinter assume a starting position and observing which foot he puts back. If he has a preference for the right side, the right foot goes back automatically, but if the left is dominant, it is placed back. The sprinter needs no advice as to the relative position of the dominant leg,

since this comes under the heading of automatic adjustment.

It might be added, however, that there are circumstances where it is necessary to violate the law of dominance. An example of this is in some hurdle races where it is better to reverse the feet so that the take-off leg is in proper position at the first hurdle. In this instance, the coach may feel that the advantage, gained at the hurdle, overbalances the time lost in getting started. It is believed that, except on rare occasions, movement patterns should be initiated by the dominant side of the body. Where dominance plays a part it should be allowed to rule automatically.

Movement Patterns. In many sports certain movement patterns occur automatically. Even though an attempt is made to change them, they persist, and occur naturally in spite of any attempted change. For example, when a sprinter leaves his marks, a certain sequence of movements tends to occur. It has been proven that this movement sequence should occur naturally, without interference, if the best performance is to be accomplished. The first movement which a right dominant sprinter makes in leaving his marks is to lift his left hand. This movement is followed by the lifting of the right hand. Next, the right foot drives off followed by the left. In case of a left dominant sprinter, the sequence of movement is reversed accordingly. These patterns are reflex and should not be disturbed. In case they are, poorer performance results.

Respiration. There has been some tendency in the past to advise athletes concerning their respiration during sport performance. In many cases advice relative to respiration may lead to confusion and poorer performance.

There are three aspects to the question of breathing during athletic performance. The first has to do with attention, the second with the fixation of the chest, and the third with the adequacy of ventilation. As the sprinter awaits the command, "on your marks," he should breathe normally. However, as soon as he hears the command "get set," he takes a deep breath and holds it until the gun is fired. When a golfer is getting ready to drive the ball, he takes a deep breath. This occurs during the back swing. Then he holds his breath until contact with the ball is made. In fact, during any attentive process the breath is held in inspiration. This is a natural reflex pattern which provides for a certain amount of stability so that the arm and shoulder girdle muscles can move the arms more effectively in relation to the trunk. Since breath-holding facilitates paying attention, it should be allowed to operate undisturbed.

Just what to tell an athlete concerning breathing, while he is making a strenuous effort, has been much debated. Now, except in a sport such as swimming, it seems best to tell him nothing. Respiration is a process which automatically removes carbon dioxide and provides oxygen to the best advantage of the organism. The mechanism for doing this is largely under chemical control. Ventilation is increased when there is an excess of carbon dioxide in the blood.

There are certain advantages which may be taken of the process of respiration. Just before an athlete is called to his marks, especially in short races, he will profit by breathing deeply for a minute or so. This process has physiologic significance since by so doing the blood is rid of some of its carbon dioxide and thus respiratory activity may be reduced during the race. This practice has confused

some since they believed that extra oxygen was supplied to the cells of the body. This is an erroneous belief. Overventilation is concerned only with ridding the body of some of its carbon dioxide.

The use of pure oxygen has been introduced in certain swimming events as an aid to endurance. Such practice has been claimed to account for unusual performance by some. The use of pure oxygen introduces psychologic reactions which, no doubt, account for some of the beneficial effects. The mere fact that one believes that certain procedures are beneficial to performance actually results in better performance. This result has been experimentally proven. On the other hand, if pure oxygen is used properly a physiologic advantage may be obtained. To improve performance, the oxygen must be breathed after a period of forced breathing. Otherwise it is ineffective except for the psychic effect noted above. Experiments have demonstrated that one can hold one's breath in inspiration significantly longer after a period of forced breathing. The length of time the breath can be held after overventilation is then appreciably increased, if a few deep breaths of pure oxygen are taken. Although an athlete can attribute slightly better performance to the fact that he breathed pure oxygen before participating in some forms of sport, such an aid is not ordinarily advised.

We have pointed out only some examples of automatisms which are involved in sports. There are many others, some of which are peculiar to a single sport, others which are common to all. Since natural automatic adjustments are more adequate than any which man can suggest, better economy of performance results, if interference with them through teaching as avoided.

The Analgesic Pack

By Frank Cramer

Cramer Chemical Company, Gardner, Kansas

ONE of the safest and most universally satisfactory training room treatments is the analgesic pack. Its use once learned, this simple bandage will work wonders for you. It will save time and money and speed recovery in deep bruises and bumps, where the skin is not broken.

Because of its many advantages, it will pay you to become proficient in its application, right now!

Nature accomplishes its rebuilding processes slowly. The blood stream must carry the required rebuilding materials into an injured area, but the swelling and hemorrhage that accompanies even a mild injury greatly reduces, or may even completely eliminate, circulation through

the area. The blood stream is also responsible for the elimination of breakdown products resulting from tissue injury. In-sult is added to injury if these products are allowed to remain in the area.

Congestion in an injured area results from excessive stimulation of muscle tissue. The blood vessels, especially those carrying arterial blood, are very muscular, and are subject to wide variations in blood-carrying capacity. Injury in a given area markedly reduces the blood flow because of a spasm-like muscular activity, and this excessive activity may continue for hours, or even days, if something is not done to produce relaxation in these muscles.

Every trainer and coach knows the

value of heat in the production of muscular relaxation. Some, however, lose sight of the fact that time is also a factor in the production of complete relaxation. The process takes time. Relaxation, with the accompanying increased flow of blood and the resulting tissue repair and elimination of breakdown products, is not accomplished in a few magical seconds. The heat must be a sustained heat, lasting for hours, hence the analgesic pack.

Reasons for Use

1. It is quickly applied.
2. Its heat lasts for from six to eight hours.
3. It produces sustained low temperature heat.

4. It may be applied to so many parts of the body.
5. The light, constant, firm pressure of the bandage acts as gentle massage.
6. This light firm pressure—constant for hours at a time—helps nature force the absorption of hemorrhage and extraneous matter. Swelling and pain are thus reduced.
7. It will not blister or damage the skin.
8. It reduces nerve tension by relaxing injured muscles.
9. Once applied, the athlete can attend classes and meals.
10. Left on over night, it works while you sleep.
11. It gives added support—where support is needed.
12. On a charley horse, it aids by lifting "the lump."
13. It is economical.
14. Only one application procedure need be learned, regardless of body area to be treated.

The analgesic pack is ideal treatment for the foot and ankle, including pulls of the tendons of the peroneus longus muscle. It may be used on shin splints, twisted knees, charley horse, groin, hands, wrists, elbows and shoulders. For low-back injuries, the pack should be prepared and

taped on, and should cover an area about a foot square.

To apply, cover the injured area with an analgesic pack about $\frac{1}{8}$ " thick. Cover the analgesic with four layers of kleenex or equivalent, and apply the elastic bandage. Tape to hold in place.

Suggestions

The application of the elastic bandage should be snug, but should not retard circulation and should be loosened at night to allow for greater muscular relaxation.

When applying the bandage around the knee, always use cotton in the popliteal area. This will prevent injury to the tendons.

Where a knee is extremely tender, wrap with cotton before applying the elastic bandage. The cotton acts as a cushion.

The types of elastic bandages suggested are ace or tensor, or similar make. If you have old worn out supporters, cut them up and make them into elastic bandages. They will not look as nice, but will serve just as well.

Let the kleenex or cotton extend an inch beyond the place where you will start application of the elastic bandage—both top and bottom. In this way, the band-

age will not cut into the flesh or reduce circulation through the injured area.

In the case of a charley horse, if you wish to use the player, tape a shell pad over the top of the pack to prevent further injury.

When the bandage is used at night and is slightly looser, use more adhesive tape than usual, to secure it in place.

In treating a deep bruise, do not wait for swelling to appear—start treatments at once. Use cold applications for twenty minutes, and then apply a light pack. The injury needs the pressure immediately after it happens. Many experienced trainers apply a pressure bandage, then use the cold applications over the bandage. They even immerse the bandage-covered injury in cold water.

After the cold treatment, take the wet pressure bandage off and apply the analgesic pack as suggested above.

It should be needless to say that the analgesic pack has proved its efficiency in hundreds of training rooms all over the United States. The first thought in the mind of the successful coach or trainer is that of returning the injured athlete to the fray as quickly as possible, through the use of methods that are consistent with his comfort and well being.

A Few Simple Training Rules

TRAINING has evolved into a science which requires a thorough understanding of the human body, its structures, its functions and its reaction and adaptation to stress and trauma.

Only athletes in the finest of condition can stand the terrific wear and tear of a modern competitive season. Those in relatively poor condition scatter along the wayside, either "gone stale" or disabled by injuries. Thus, the proper conditioning of candidates for a team must be recognized as one of the most essential tasks of the coach and the trainer.

In the field of athletics, leaders have in general been safety conscious, but the information available and the understanding of the relative hazardousness of these activities and the nature of the injuries, as well as the causes of such injuries have been spotty. The public has gleaned its information from newspapers which tend to report only the spectacular, such as fatalities and injuries to players who through the press have been brought to the public eye.

It is not only necessary to know what are the hazards in athletics, when they occur and how they occur, but it is of paramount importance to know what to do when they have occurred and how to have prevented them.

How often have you heard the old adage, "All things being equal the team in the best condition will win." True,

By John F. Williams
New York University
and
Samuel J. Picariello
Long Island University

isn't it? It's the little things that really count, in boxing a feint, in basketball a quick step, in football a little timing, and so on.

Training is considered by many as one of the little things in athletics, always being overlooked, always being put off, always pushed into the background by many coaches. Not so with the coach, however, who really concentrates on conditioning, realizing it is his most important duty to condition his squad. He gives up part of his program to the teaching of training to his squad.

Coaches should see to it or appoint someone to supervise bandaging of ankles, issuing of the socks, supports, shirts and shorts. Every week the squad should be given two complete changes, quite expensive but very profitable, in the long run. We all know that many a valuable athlete has been benched every season due to injury, infections that might have been prevented—if only—yes, if only they had followed this. Then you ask, how can we prevent such jinxes? By just doing it yourself. By checking the following items: First of all shoes, not just any

shoes. They are important—a blister and your team is hindered.

Ankle wraps, buy good ones, wraps that can be made to fit perfectly around the foot. Many coaches, trainers and student first aid men do not know how to strap an ankle with adhesive, but with a little practice, they can learn, and once they have learned, they use adhesive at every game. A coach should illustrate the right and wrong method and insist that each player wrap his ankles. The foot should be dry and painted with a foot hardening solution. After the solution has dried, the taping should proceed.

The following is what Percy H. Zuinlan, University of North Carolina, has to say about ankle injuries: "Many a valuable athlete is benched every season in every branch of sport because of an ankle injury. This, of course, should be remedied as soon as possible."

"The six best doctors, you'll agree, and no one can deny it, are sunshine, water, rest, and air, exercise and diet." You agree with the first five. Why not exercise your intelligence on the sixth one? Diet is more a question of quality and quantity than the kind of food. How the food is prepared is also important. Never overload the stomach. Fried foods should be eliminated. Scientific regulation of the athlete's diet is essential, if we are to succeed in our efforts to have him attain maximum efficiency.

The Huntington Laboratories Basketball Digest

AS announced on Cover 2 of this issue, the new *Basketball Digest*, issued by the Huntington Laboratories is ready for distribution. No further explanation is necessary regarding this, for the *Digest* has been appreciated by the readers of this publication for many years. As is known to our readers, articles are in part selected from the pages of the *ATHLETIC JOURNAL*. The articles reprinted in this new *Digest* were especially interesting and many were written by the leading basketball coaches of the country. The *ATHLETIC JOURNAL* is especially pleased to have had this opportunity to contribute to this worth-while project of the Huntington Laboratories.

The *Digest* is distributed without cost upon request from coaches. Address your request to The Huntington Laboratories, Inc., Huntington, Indiana.

Footwork in Athletics

THE John T. Riddell Company has been running through several issues of this publication a series of articles on footwork in the various sports. Reprints were made of the series and have been distributed upon request from coaches. The demand has been very great and the distribution extensive. They have been sent to every state in the United States, to our possessions outside of the continental limits, and to service men overseas.

The company is continuing to answer these requests.

If you have not received copies of the series, write your request at once, specifying the sports in which you are especially interested, football, basketball, boxing, baseball and golf. John T. Riddell, 1259 North Wood Street, Chicago, Illinois.

The 1944 Softball Intramural Tournament

THE *ATHLETIC JOURNAL* is pleased to announce at this time that the Coca-Cola Company is planning to co-operate with the Amateur Softball Association in promoting another intramural softball tournament through 1944. By keeping this on the intramural basis, the Coca-Cola Company and the Amateur Softball Association are not in any way violating the state high school athletic association rules. The awards are not of such great value as to raise any objection. The big thing is that the tournament may be made a part of the physical fitness program, and it is this point that is appealing to the coaches of the high schools. The brackets and instructions are furnished without cost to the schools by the Amateur Softball Association. Nearly a hundred thousand boys and girls were entered last year in this tournament. More will be entered this year. Send for brackets and instructions at once. The Amateur Softball Association, 8458 South Yates Avenue, Chicago, Illinois.

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Chicago, Illinois

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..... girls teams City State
 Coach's name	

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